

ENGLISH G

SURVIVING THE INFORMATION GLUT







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English 23

Module 5

SURVIVING THE INFORMATION GLUT





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English 23 Student Module Module 5 Surviving the Information Glut Alberta Distance Learning Centre ISBN No. 0-7741-0968-8

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Welcome to Module 5!

We hope you'll enjoy your study of Surviving the Information Glut.

We've included a prerecorded audiocassette with this module. The cassette will help you work through the material and it will enhance your listening skills.

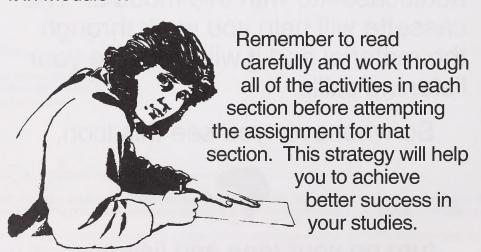
So whenever you see this icon,



turn on your tape and listen.

Because there are no response lines provided in the Student Module Booklets of this course, you'll need a notebook or lined paper to respond to questions, complete charts, and answer questionnaires. It's important to keep your lined paper handy as you work through the material and to keep your responses together in a notebook or binder for review purposes later. Read all of the questions carefully, and respond to them as completely as possible. Then compare your responses with the ones supplied in the Appendix.

You'll be asked to keep some of your personal responses in a separate folder or booklet – your journal. You learned what a journal is and how to use it in Module 1.



Good luck.

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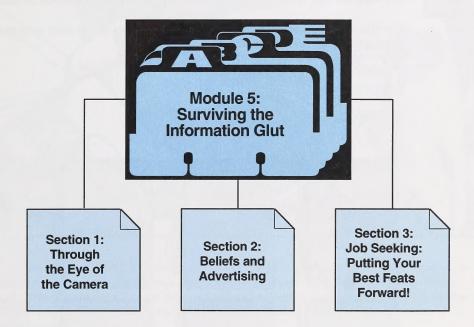
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MODULE OVERVIEW



The age in which you live is often referred to as the "information age." Technology has accelerated the rate at which knowledge is spread. News reports give you up-to-the-second accounts of events around the world via satellites. Computers, modems, and fax machines are becoming common in the workplace and at home.

As information is disseminated, or shared, it becomes the challenge of today's generation to learn how to deal effectively with an information overload. As well, finding work in this type of world also becomes a significant concern. This module focuses on three key issues: media, advertising, and job seeking.



Evaluation

Your mark for this module will be determined by how well you complete the assignments at the end of each section. In this module you must complete three section assignments and one final module assignment. The mark distribution is as follows:

Section 1 Assignment
Section 2 Assignment
Section 3 Assignment
Final Module Assignment

35 marks
30 marks
5 marks

TOTAL 100 marks

When doing your assignments, work slowly and carefully. If you're having difficulty, go back and review the appropriate section.

Read all parts of your assignment carefully. Plan and do your rough work on your own paper. Revise and edit your responses; then set up your final copy for submission on your own paper. Lined looseleaf is recommended. Make sure your answers are neat and organized, with wide left margins and space for teacher comments after each assignment.



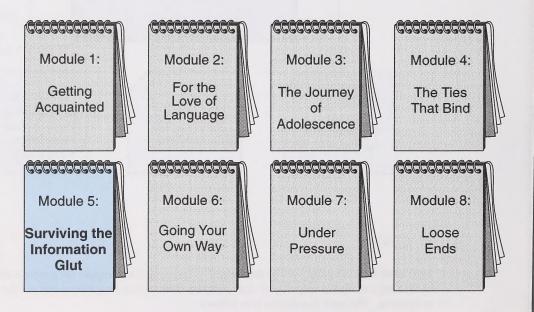
When you see this icon, ideas and details are provided to help you set up and organize your answer in a certain way.

Before submitting your responses, be sure to proofread them carefully to ensure that they say what you want, that they're neat and clear, and that they're complete and missing no material.

You'll be submitting **only** your **assignment response pages** (and in some cases an audiotape or videotape cassette) for evaluation.

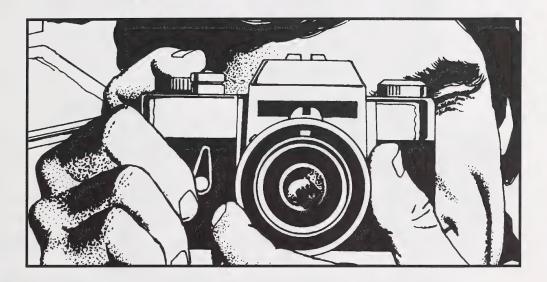
COURSE OVERVIEW

English 23 contains eight modules.



SECTION







A large part of the *information explosion* comes from the media. From billboards, to magazines, to radio, to television, information is being presented to you at ever-increasing speeds. Let's face it: people have come to depend on the *eye of the camera* for entertainment and for getting information. One of the difficulties you may be facing is trying to figure out how to interpret and evaluate all of these messages.

A commonly used phrase today is "seeing is believing." Is this really a true statement? People often assume that if they can see it, then it's real. Consider for a moment that magicians amaze people because, in fact, people don't always see everything that the magician does. People, however, often depend on their eyes more than their other senses. Every day you hear expressions such as "See what I mean" and "A picture is worth a thousand words." These expressions remind you how much you depend on sight.

From the work you did in Module 2 you know that communication is often more nonverbal than verbal; a gesture or facial expression may be more influential than what you hear. Why is this so? Perhaps people trust their eyes so much that they always believe what they see. But *thinking* about what you see is more important than believing what you see.

In this section you will explore how to interpret the visual messages that you see. You will discuss how to analyse still pictures (photographs) and moving pictures. Then you will discuss the role of the media in news reporting.

Activity 1: Picture This





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Almost everyone has taken a photograph or has been the subject of a photograph. Photographs serve several purposes. They can be used to simply record how something looked at a particular time and place. An example of this type of photograph is the snapshot - the kind of picture that people take of their families, friends, and significant objects and events in their lives. Snapshots are not always very artistic or professional-looking, but they are valued by the people who take them and keep them because they record important personal memories. Snapshots tend to have a rather limited appeal, however; they are generally of no interest to anyone but the people depicted in the photograph and their families and close friends.

Although many types of photographs record actual people, objects, places, and events for future reference, some types of photographs can serve other purposes. Photographs can also be used to tell a story, create a mood, or evoke an emotional response. Many such photographs are carefully planned and manipulated; they can be considered to be works of art. Such photographs appeal to large audiences.

JOURNAL

In your journal respond to the following ideas.

Do you have a collection of pictures, either photographs or pictures from magazines, in your wallet, on the inside of your locker door, or at home in an album or scrapbook? What kind of pictures do you have and why do you have them? What do you think the pictures say about you?



I have an important question for you. Does a photograph reflect reality?

Of course. I mean, doesn't it? A photograph captures what's happening at a particular moment. That's reality.



On the surface, this question seems a little silly and self-evident. Most people would likely agree with you. But think about what you just said. A photograph captures a moment in time. It neither shows you what happened just before that moment nor what happened just after.

That's right. If you are unaware of the events leading up to the picture, you might misunderstand what really happened. Can you think of some other ways a photographer can influence how a picture is interpreted by the viewer?

I see what you're getting at. Because the picture doesn't show what happened immediately before or after, the image can be taken out of context.

Now that I think about it, there are many ways. For example, the angle of the camera will reflect a certain point of view.





A photographer is just like an author in many ways. The writer tells his or her story from a particular point of view, not unlike the photographer. So, a picture does not reflect reality but rather how one person, in this case the photographer, chooses to capture an event or an image. Now consider some basic photographic techniques that can influence how a picture is composed.

Photographic Techniques

Once a photographer decides what to shoot, he or she needs to then consider how to shoot it. Much like the author of a story, a photographer will consider purpose and audience when composing a picture. Following are some of the factors that a photographer will consider before taking a picture.

Distance

How close or how far away the camera is from the subject can have an effect on the overall impression of the photograph. When the camera is moved very close to the subject, it is called a close-up. If the camera is quite a distance away, it is a long shot. When the camera is between the long shot and close-up, it is called a medium shot. Each of these shots has a different purpose and conveys a different message.

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Examine each of the three photographs that follow.



close-up





long shot

- 1. All three photographs are of the same subject and were taken at the same place and time, yet the information contained in each is somewhat different.
 - a. What information is provided by the close-up photograph? What is the effect of this photograph?
 - b. What information is provided by the medium shot? How does this view of the subject compare with the close-up?
 - c. What information is provided by the long shot? Has the woman's importance in the photograph changed?

Compare your responses with those in the Appendix, Section 1: Activity 1.



Raza: I didn't realize how much the camera distance could affect the way that a picture can be interpreted.

Teacher: So, how does a close-up picture affect the way that a subject is treated?

Raza: Because you only see the subject close up and not what's around it, I'd say that the photograph conveys the message that the subject is very special and worthy of

attention.

Teacher: I tend to agree with you. You could say that, generally, a close-up makes you focus

most of your attention on the subject and not on the surroundings. If the subject of a close-up photograph were a person, you would focus so much on the facial

expressions that it would really be a more intimate photograph.

Maria: What about the medium shot? When is it used?

Teacher: This is probably the most popular type of shot because you can place the subject of the

photograph in a setting and still see quite a few details. You frequently see this type of picture in advertising and in sports magazines. Television tends to stick to the close and medium shots because the small screen can't adequately show the large picture.

Krista: That's why some movies lose a lot of their appeal on TV. Right?

Teacher: Exactly. The expansive landscape shots just don't look as impressive on a small

screen.

Maria: So, the long shot is used more in movies than on television. What about photographs?

Teacher: Again, long shots are not used for commercial purposes very often, but there are some

wonderful landscape shots by cameras. Let's look at some other things that you can

do with a camera.

Camera Angle

The camera can be placed at three different angles from the subject. It may be at eye level with the subject (flat shot), above the subject (high-angle shot), or below the subject (low-angle shot).

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Examine the following three pictures of the same subject.







Picture A

Picture B

Picture C

2. How does the camera angle influence the way in which each of the three photographs is interpreted?

Compare your response with the one in the Appendix, Section 1: Activity 1.

Lighting

Lighting is often used by photographers to create certain artistic effects. For example, simply by deciding where the light source will be in relation to the subject can make a significant difference. If the light source is behind the camera, the viewer can see all of the details of the picture. However, if the light source is behind the subject, the viewer will only see a silhouette of the subject.

In the photograph on the right the light from the setting sun is reflected off of the water behind the subjects creating silhouettes of the subjects. A similar effect can be created by photographing a person who is standing indoors in front of a window on a bright day.

Silhouette: a dark image outlined against a lighter background



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Increasing the amount of light makes a picture seem lighter and less serious. Darker pictures with shadows appear more dramatic, depressing, or even threatening. Examine the pictures below. Compare how the amount of light affects how each picture can be interpreted.





Composition

The composition of a photograph refers to how the different elements of the picture are arranged. There are many different ways in which a photographer may arrange a subject depending on the message that the photographer wants to convey. By determining what is nearest the camera and what is furthest away, the photographer suggests to the viewer what elements are the most important. The subject may be centred or off to one side. It may be placed high or low. The photograph may suggest movement in a variety of directions or have dominating lines that help to convey a specific mood.

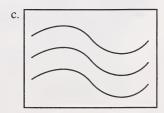
Prominent lines and patterns in a photograph have a subconscious effect on the viewer. These patterns trigger associations in your subconscious mind that influence how you interpret the picture. For example, if many of the things shown in a photograph seem to be oriented horizontally, the impression may be of things being at rest or at peace. Skillful photographers are aware of patterns and lines and use them to reinforce the message or emotion that they want the photograph to convey.

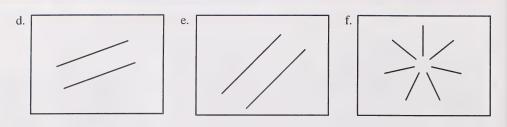
If possible, discuss the next three questions with a partner or in a small group. Brainstorming with someone else will help you generate more ideas.

3. Examine each of the patterns in the following boxes. What feelings or ideas would you associate with the way the lines are arranged?

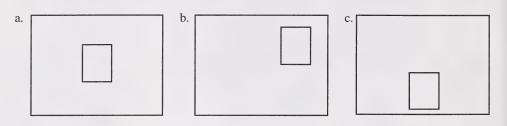




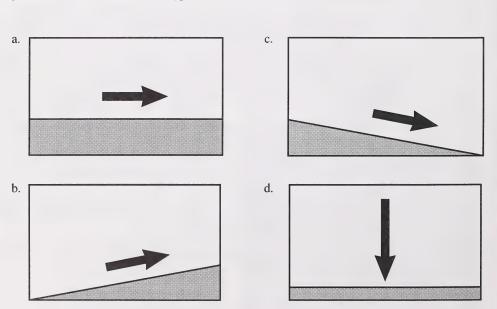




4. Now take a look at the following three boxes. The small box on the inside refers to the subject of the photograph. What message is conveyed by the position of the subject in each photograph?



5. The arrows in the following boxes reflect the idea of movement in a picture. What ideas would you associate with each of these types of movement?



Compare your responses with those in the Appendix, Section 1: Activity 1.

Focus



You know, one photographic term I've always had difficulty with is depth of field. What is that?

Depth of field refers to the distance at which your pictures will still be in focus. Let me explain. Your camera allows a certain amount of light in through the lens. When there is a lot of light, the aperture of the camera opens just a little. Usually in this situation you have a greater depth of field, or in other words, more of your picture will be in focus.



I see. When there is not much light, the aperture has to open wider to allow in more light. But less of the picture will be in focus.

Well, at my older brother's wedding, the photographer took one picture that was really effective. The picture was pretty clear about the couple, but the rest was kind of blurry.



That's right. Now we tend to think that the best pictures are always in focus. Can you think why a photographer would not want everything to be in sharp, clear focus?

Probably the photographer wanted to suggest a romantic or dreamlike quality.



Examine the following two pictures. Compare the difference in the way the pictures were taken and how the mood of each photo differs.



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The photo above illustrates how depth of field works. Notice that the subject of the photograph, the squirrel, is in focus while the branches in the foreground and in the background are out of focus. Sometimes photographers create this effect intentionally to focus the viewer's attention on the subject. Sometimes, because of low lighting conditions, it is impossible to have all of the elements in focus and the photographer must compromise and choose which part of the picture will be in focus.



In the photograph above, a soft focus filter was used to achieve a romantic, dreamlike mood.

So far, you have been looking at ways in which a photographer can influence the outcome and therefore the meaning of a picture before it is actually taken. Now turn your attention to how pictures can be altered after the fact!

Photographic Alterations



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Cropping

In the picture on the left, you see what appears to be an angry confrontation between two people. It is not clear why this situation is taking place. There are few details.

Carefully study the photograph. What is the subject? What appears to be happening in the picture? What message does this picture convey? Are there any prominent lines or patterns that reinforce this message? What do you think was the photographer's purpose?



Teacher: What's happening in this photograph?

Raza: Obviously, there's an angry, maybe even violent, confrontation between two people.

Paul: Yeah, the person in the striped shirt is attacking the guy on the left. The guy is trying to

get away.

Teacher: So the man on the left is the victim of an attack?

Suzanne: Wait a second. That's not the way that I see it. I think that maybe the person in the

striped shirt is the victim. In my opinion the person in the striped shirt is a woman and the man on the left seems to have something in his hands that he may have taken away from the woman - like maybe a purse or something. I'd say it could be a picture

of a mugging victim fighting back.

Teacher: Are there any details that help explain the action in the photograph? In other words, is

there any way of knowing the context of the action that we see?

Krista: No, you don't see very much at all. The only thing that you can see is the two people –

and you don't even see their whole bodies. There's something in the background, but

it's too out of focus to make out.

Armin: It seems to me that there are not enough details to prove or disprove either of those

interpretations. You'd pretty much have to rely on what the photographer tells you is

happening.

Maria: Or if this picture were printed in a magazine or newspaper, you'd have to depend on

either the caption under the picture or the article that goes with it to explain what is

going on.

Raza: Otherwise you'd have to rely on your own imagination.

Teacher: Actually, in this particular situation there is another way of figuring out what is

happening in the picture. You see, this is a cropped photograph, which means that it has been cut out of a larger, perhaps more detailed photograph. Look at the original

uncropped photograph.



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Suzanne: Hey! It's a rugby game! That's incredible! Cropping this picture the way that it was done changed the message and mood completely.

Photographs are usually cropped to improve their balance and composition to make them more visually appealing and to delete unwanted details. Visual artists also crop photographs for other purposes including changing the focus, mood, and message of the photograph.

Captioning

Adding words below, above, or in the picture can change the original intention of a photograph. Examine the following picture and the two different captions beneath it.



Technology's Graveyard

A Recycler's Dream

PHOTO SEARCH LTD.

6. How do the captions change the meaning of the photograph?

Combining

Juxtaposition: putting two or more things side by side Separate photographs are sometimes put together or **juxtaposed** to give a new meaning. Many tabloid newspapers such as *The National Enquirer* often use this technique to suggest relationships between people. Examine the picture shown here and then answer the question that follows.



7. What is the effect of having these two pictures juxtaposed (combined)?

Compare your responses with those in the Appendix, Section 1: Activity 1.

Keep in mind that the purpose of analysing a photograph is to see what message it conveys. Examining the technical aspects may shed light on the photograph's meaning.

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Examine carefully the following photograph. Then, using complete sentences, respond to the questions that follow.

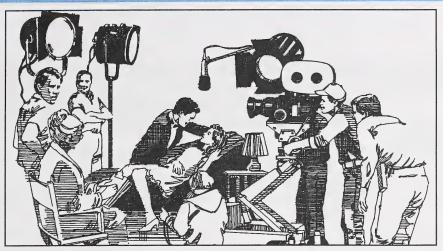


- 8. a. Often it is valuable to write down an inventory of the things that you see in the photograph. Describe what you see in the picture without trying to interpret what you see.
 - b. The main subject of the picture is the two people. Describe these people. Your description should include information about their age, physical appearance, and gender. Describe the looks on their faces.
 - c. With questions a. and b., you completed the physical description of the picture. How would you describe the relationship between these two people?
 - d. Where do you think this picture was taken and at what time of the year? Which details from the picture indicate these things?
 - e. What mood has the photographer created with this photograph? Which details create this mood?
 - f. How would you describe the dominant lines in this photograph? Vertical? Horizontal? Diagonal? How do these lines add to the meaning of the photograph?
 - g. Now reread your responses for a. to f. Putting all of these elements together will help you understand the message of the photograph. What idea or message is the photographer communicating to you with this picture?

Compare your responses with those in the Appendix, Section 1: Activity 1.

¹ The Edmonton Examiner for the photograph by Steve Sandford, May 7, 1993, p. 3. Reprinted with the permission of The Edmonton Examiner.

Activity 2: Lights! Camera! Action!





When you view a photograph or watch a movie or TV program, you are looking at the subject through the eye of a camera. It is the job of a photographer or film director to decide what the viewer will see and how the viewer will see it. How you experience a scene and what emotions you feel depend on how the camera has been used.

The technical aspects – the camera movements and angles and the editing process – play vital roles in the look of the final product. Some of the most effective scenes in films are often more the result of the work of technicians rather than actors. In this activity, you will learn more about how cameras are used in the making of films and videos.

Film Jargon

Following are some basic terms that are associated with film and video production.

General Terms

Shot: the continuous portion of an action that one camera picks up Actors may move during the shot and the cameras follow them. A new shot occurs when a different camera is used with a different perspective.

Take: a version of a shot

Filmmakers often shoot the same scene several times with minor changes. Later, during film editing, they can choose the best version.

Scene: a complete unit of film narration, a series of shots that take place in a single location that deal with a single action

Shooting Setup: various camera positions

Colours: the colours used in a film affect the mood of an audience
Black and white or subdued tones make the subject of the film appear more serious. Bright
or primary colours lend a tone of happiness or unreality to a film.

Composition: the arrangement of the parts of a picture within the frame

The predominant lines in a scene will create an effect on the viewer. For example, straight
lines appear masculine, while curved lines appear feminine. Horizontal lines are restful,
while vertical lines inspire awe. Diagonal lines suggest action and dynamism.

Note that the camera can be manipulated in three distinct ways:

- It can be moved various distances away from the subject.
- It can photograph from different angles.
- It can be moved about to capture action as realistically as possible.

Following is a comprehensive list of the terminology associated with camera angles and movement.

Camera Angles

Establishing Shot: a long shot that orients the viewer by showing the audience the general location of the scene that follows

Such a shot sets the scene and mood for what follows.

Long Shot: an entire area of action is taken in This shot acquaints the audience with the people, the place, and the objects in a scene.

Full Shot: includes the entire body and not much else

Medium Shot: shows upper body of the subject Medium shots comprise the majority of television shots because several players may be grouped in a medium shot and yet the camera will be close enough to reveal small gestures and facial expressions.

Close-up: a shot of the subject's face only

Detail Shot: a shot of a hand, mouth, or eye, more magnified than a close-up

High Angle Shot: gives a bird's eye view
This shot makes characters seem weak or frail.

Low Angle Shot: the camera is placed below the subject
This shot makes the subject appear stronger and gives the illusion that the subject is superior.

Flat Shot: camera is level with the action

Aerial Shot: shot from a crane, plane, or helicopter

Freeze Frame: a freeze shot achieved by printing a single frame many times in succession

- 1. What camera angles would you use in the following situations?
 - a. The hero of the show enters the doorway. You want him to appear powerful.
 - b. It's the first shot of the program, and you want the people in the audience to know they're in Edmonton.
 - c. One of the characters has just learned that she's contracted a deadly disease. You want the audience to get a good look at her reaction.

- d. You're shooting a documentary about optometrists, and you want to show an eye with a contact lens in it.
- You're shooting a dog's encounter with a bear and you want to emphasize the dog's smallness in comparison with the bear.

Camera Movements

Dolly Shot: the camera is mounted on a platform with wheels and moves toward or away from the action

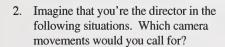
Tracking or Travelling Shot: variation of the dolly shot The camera moves alongside the action, mounted on tracks or hand-held.

Zoom: a special lens brings the viewer up close to the action very quickly (may zoom out as well)

Pan: movement of the camera from left to right or right to left

Tilt: camera tilts up or down

Hand-held: may be used to give the point of view of the character Many documentaries also rely on hand-held cameras.



- You want to shoot a car-chase scene in which the camera follows alongside the vehicle.
- You are shooting a dance scene, and you want the camera to move closer to the dancers.
- You are shooting a Western, and you want to film an expansive landscape of hills and valleys.
- d. You are filming a documentary about hospitals, and you're following a patient into the operating room.
- e. You want to film the Calgary Tower, starting at its base.



Compare your responses with those in the Appendix, Section 1: Activity 2.

Editing

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Editor: the person who determines the narrative structure of a film The editor is in charge of splicing the shots of a film together into its final form.

Editing: the deletion, addition, or rearrangement of material to create a desired order

Cut: a transition between two shots

A cut is a quick change from one shot to another.

Matching Action: cutting scenes so that action flows smoothly

Cut-Ins: some detail of the main action is cut into the middle of another scene

The cut-in is also a close-up.

Cut-Away: a shot inserted in a scene to show action at

another location

A cut-away may be used to show reaction. The viewer sees

what the character is reacting to.

Fade-In: a black screen gradually becomes bright

Fade-Out: opposite of a fade-in

Dissolve: the superimposition of a fade-out over a fade-in





In order to complete the rest of this activity, you need to have access to a television and a videotape recorder. If you have access to a television but not a VCR, you can still do the rest of the activity – but it might be a good idea to read all of the following questions first before watching TV and watch with at least one other person who may see things that you don't notice. If you do not have a television or VCR, go on to the next activity.

You are going to examine some of the terminology you've just read about with regard to something on television you've probably seen many times – the opening sequence of the show M*A*S*H. Find out when this program is to be aired and tape the opening sequence with the credits. Erase this program once you have completed this activity.

Pretend that you have never seen the program M*A*S*H, and this is your first time to see the opening credits. At this time you should mute your television (turn the volume off) and keep your finger near the pause button (on the VCR or remote control); you'll be using it a great deal.

- 3. a. Freeze the picture at the very beginning of the sequence. Describe what you see.
 - b. Move the tape along until you can see clearly the helicopters. What type of camera movement is used to bring you up close to the helicopters?
 - c. Advance the tape until you have a rear view of the helicopters. Where is the camera placed now and why is it there?
 - d. Advance the tape a little more. Can you tell what's attached to the sides of each helicopter?
 - e. Let the tape advance a little more and then freeze it. What's dangling from the side?

- f. In the next shot you're looking at the ground. What type of shot is this?
- g. On the buildings below, there are symbols on the roofs. What are these symbols and what do they stand for? As well, what does this information tell you about what's going on?
- h. In the next shot there is an ambulance moving left across the screen. What type of shot is this?
- i. As the ambulance moves to the left, some people are moving to the right. What mood does this create?
- i. What's arising from the garbage can and what does it symbolize?
- k. In the next shot, there is a close-up of the helicopter. What symbol on the side tells you whose army it belongs to?
- If there was any doubt before about what the helicopters were carrying, there isn't now.
 What are the helicopters transporting?
- m. The next shot was very difficult to construct. With a narrow TV screen it is quite a challenge to get five faces on the screen at once. What do the five running nurses signify?
- n. In the next shot, you see people running from behind mesh. What image does the mesh reinforce?
- o. Advance the tape to the helicopter landing pad. Which person distinguishes himself by his dress? What does his dress say about his personality?
- p. How do you know he's a leader?
- q. What kind of shot focuses on his face?
- r. Describe the look on his face.
- s. Does the look on his face match his clothing? What does this tell us?
- t. In the final shot, as they go down the hill, you see a change of pace. Why?
- u. What appears near the end to reinforce the images of danger?
- v. Watch the opening credits again from beginning to end and count the number of cuts. How many of them are there?
- w. While you were watching again, did you notice anything about the length of the cuts? What effect does this have on the total sequence?



Activity 3: It's News to Me



People expect that news reporters will act responsibly and will accurately report the news. But will they?

You probably assume that what is reported as news is factual and worthy of reporting. Is this true?

Whose news is it? Many questions are raised when you ponder this question. Namely, what is news and what makes something newsworthy? Who decides what is newsworthy? What should and should not be reported? How accurate is the information presented?



If there's a fire in a building downtown, is that news? Most people would say yes. A fire is something that would concern the general public, and would be considered newsworthy. What if a Royal couple decides to separate; is this newsworthy? Some would argue yes; others no. The debate over what is news business and what is show business is still going strong.



1. Turn to page 128 in *Straight Ahead* and read the article "Is It News?" Then answer questions 1 and 3 on page 130.

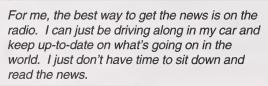
Compare your responses with those in the Appendix, Section 1: Activity 3.

The article "Is It News?" suggests that people are becoming more concerned about the distinction between soft news and hard news. Talk shows like *Oprah* and *Donahue*, which some critics call "trash TV," are becoming some people's primary source of news.

What about you? How do you get your news?



I prefer to watch news on television. It's fast and I like the idea of watching something happening rather than just reading about it.







Well, I'd rather read the newspaper. Neither TV nor radio go into enough detail for me. They just give the major highlights. If you want the nitty-gritty details, you have to read about it.

I like to watch TV, but I find news programs boring. I prefer to watch a show like W5 or The Fifth Estate. With these shows, you get real investigative reporting. They go more in-depth than the regular news and the interviews go right to the source of the news.





Personally, I like to read news magazines like Alberta Report or Maclean's. I can read them at my leisure. They have lots of details about a news story, and I like to read what the columnists have to say.

JOURNAL

In your journal respond to the following ideas.

Well, there you go. Five different people with five different ways of consuming the news. You will have your own reasons for choosing one method over another. In this journal entry, write about your preferred way of getting the news. Why is this your favourite method? What advantages does it offer over other methods? Are there any disadvantages?

You have seen that there are many different ways for people to get the news. But what about the newspeople? Where do they get their news from? And once they have accumulated many different news items, how do they choose what to print or air?

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2. Read the article "Sources of the News" on page 130 in *Straight Ahead*; then answer question 1 on page 132.

Compare your response with the one in the Appendix, Section 1: Activity 3.



Teacher: The previous article "Sources of the News" raises an

interesting issue in news reporting - objectivity versus

slanting.

Paul: I'm not sure what these terms mean. Can you explain

some more?

Teacher: Sure. The purpose of a news report is to inform the

reader or listener. It doesn't try to change people's minds

or confirm their beliefs. This is objective reporting.

Paul: I see what you mean. Let's say there's a demonstration

in front of city hall. An objective reporter would say what happened but not take sides.

Teacher: That's right. Now there are writers for newspapers whose

job it is to express an opinion. They're called *opinion* columnists or editors. Their role is quite different from

that of the news reporter.

Paul: So why is this an issue?

Teacher: Well, it becomes an issue when objectivity takes a back seat

to ratings. It seems that more and more often the distinction between the news business and show business is becoming less distinct. The desire for profits has changed the purpose

of the news.

Paul: I get it. The danger here is that some news people may

modify the news to suit their own ends.

Teacher: That's right. The media can slant the way the news is

presented in order to create a specific impression. Let's take a look at some of the techniques that can be used to

slant the news.

Slanting the News

Sometimes the news that you read, listen to, or watch is slanted by the media. This means that a particular impression of a person, an event, or an issue is created. It is important to know some of the techniques that can be used to slant news so you can guard against it.

Selection

It is the job of news editors to decide what is newsworthy. Their decisions about what to include and what to exclude is one way to slant the news. For example, if the media were to give one political candidate a great deal of attention in the news but very little to his political opponent, that would be a type of slanting.

Often the news is full of "bad news." Stories about crime and violence are frequently the top stories of the day. Can you tell me how this is one way to slant the news?

Sure you would. Even the choice of what picture to use can slant the news. Let's say a photographer took two pictures of the premier of Alberta. The first picture shows the premier's face with a serious look of concern. The second picture shows the premier yawning. How could each of these pictures be used to slant the news?

Exactly. Now you'll examine some of the other slanting techniques.



It seems to me that if all you saw or read about involved crime, you would get the impression that you live in a pretty violent society.

Well, the first picture would give a very favourable impression. People would think the premier was a caring individual. The second photograph, on the other hand, would make the premier seem uncaring or even bored with the issue discussed in the article.



Coverage

Coverage refers to the amount of time on radio or television or amount of space in a newspaper that is given a news story. News stories that are longer are considered by people to be more important. As well, where the news item appears says something about its importance. Readers would consider a story on the front page of the newspaper to be more important than one on page 12. The same goes for radio or television; the first two or three items of a broadcast would get more attention than the ones toward the end.

The "Media Event"

You could say that an event becomes news as soon as someone decides to publish or broadcast a story about it. In a sense, the media have the ability to create news. Therefore, editors have to be very careful about what they choose. Closely related to this is the idea of the "media event." This is a news event that is staged. For example, when a professional sports team signs a marquee player or fires the coach, often the media are called in to cover the event.

Diction

In Module 2 you learned about connotative and denotative language. The denotative meaning of a word refers to its dictionary meaning. The connotative meaning is a word's suggested meaning. In a news article, a reporter can affect the image of a person by the choice of words used in the article. If the leader of an armed group of people is called a "terrorist," this would contribute to a negative image. If this same person, however, is called a "freedom fighter," the public might get quite a different impression. A group of demonstrators may be called a "crowd" or a "mob." The choice of words can slant the story.

Read the following news article and then answer the questions that follow.

Bound and beaten, man endured day of horror

IAN WILLIAMS

Journal Staff Writer

Edmonton

Chuck Perdue thought his life was over as he sat bound in a chair – faced with five women who kept beating him for his money.

"I don't frighten too easy but being tied to that chair concerned me," said the 69-year-old as he sat in his blood-splattered bachelor suite at Kiwanis Place, 10330 120th St.

He had just returned from University Hospital on Monday afternoon after having his bruises and cuts treated.

Perdue's Sunday of horror began innocently enough when he got a call from a 20-year-old female friend on Sunday morning.

"I've known her since she's been nine months old."

The woman called from his front door asking to be let in.

"I asked her if she was alone," said Perdue as he tried to fill in the voids of memory after he was knocked senseless with an empty vodka bottle.

The woman, who had been visiting him on a regular basis over the past year, came into the apartment and then left again, explained Perdue. She suddenly came back through the door with four other women, ranging in age from 20 to 25.

One woman, an aunt of his friend, started

screaming: "Where's the money! Where's the money! They must have thought I had lots of money here."

But unknown to them, Perdue said, he keeps little cash.

He went across the hall to ask another friend if he had money for a taxi for the women.

But once back in his small suite the women still insisted he hand over his money. Tying him with a T-shirt and his suspenders they trussed him up in his heavy antique oak desk chair — binding a scarf around his neck.

The beating continued.

Finally the women picked up his microwave oven, his watch, his keys and about \$25 he had tucked away and they left.

Then the second part of Perdue's ordeal started. He was bound so tightly the circulation in his arms was cut off.

He struggled to get free. The scarf around his neck choked him.

About 7 p.m., he said, he managed to wiggle free of his bonds, except for the scarf, twisted tightly around his neck.

"I went across the hall and my friend cut it off with scissors. We couldn't undo the knot."

Perdue then went back to his suite and fell asleep. He explained he didn't call the police then because the phone jack had been broken.

No arrests have been made.1

¹ The Edmonton Journal for the article by Ian Williams, February 23, 1993, p. 31. Reprinted with the permission of The Edmonton Journal.

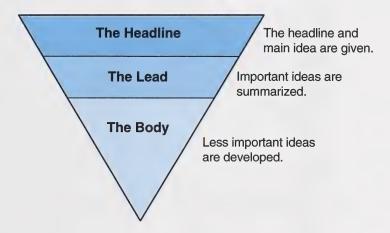
- 3. a. Skim through the article and find at least two highly connotative words or phrases. Write them in your notebook.
 - b. What is the effect of these highly connotative words?
 - c. Would you consider this story to be slanted? Why or why not?

Compare your responses with those in the Appendix, Section 1: Activity 3.

Activity 4: Just the Facts!



The typical news report is written in an inverted pyramid form. The story begins with the most important information first. As the article continues, the less important information is revealed. The headline gives the main idea of the story. The opening paragraph (the lead) answers most of the W5 questions: *Who? What? When? Where?* and *Why?* as well as *How?* The opening paragraph serves as a quick summary of the main points about the story. The paragraphs that follow the opening paragraph (the body) provide additional information. Here is how the story could be diagramed.





The facts of any story are its backbone. To get the facts, interviewers must ask the right questions. Turn to the info-box on page 134 in *Straight Ahead* where you will find a list of six questions that a reporter might ask. Study the questions below the info-box that a reporter might ask at the scene of a car accident. Then read the interview on pages 135 and 136.

- Imagine that you are the reporter who just interviewed Kavitsky and that it's now time to write up
 the interview as a news report for your newspaper. First compose a headline that will briefly say
 what your report is about.
- 2. Now write the lead for your story. Remember that you want to summarize the main points and answer the questions *Who? What? Where? When? Why?* and *How?*

3. Now add two or three short paragraphs to provide additional but less important information.

Now check your news report against the one in your book on page 137. How does your story compare?

Compare your responses with those in the Appendix, Section 1: Activity 4.

Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help



Human beings respond both intellectually and emotionally to everything that they experience. When you view a photograph, you think about the subject and what information the photograph gives you about the subject. You consider the subjects's surroundings - the things in the foreground and background, beside, above, and below the subject. You try to determine why the picture was taken and maybe by whom. You may ask yourself where the photographer was standing when the picture was taken and whether the subject was aware that the picture was being taken.

The photograph will also make you experience an emotion. Sometimes the emotional impact of a photograph will be very strong and distinct; at other times you may not be sure exactly what emotion you are experiencing. Often the photographer wants the viewer to feel a particular emotion and purposely structures the photograph to create that response in the viewer.

Analysing a photograph is a process that involves the following five steps. Included are many questions you'll have to ask yourself as you examine the photograph.

Analysing a Photograph

Step 1: Subject of the Photograph

Take an inventory of the content of the photograph. Ask yourself what the photograph is about. Does the photograph make you think about an object, a place, a person, an event, or an idea? Is the subject unusual? How does the subject impact on you? (Does the picture make you think of a certain group of people or region or does it have a more universal appeal?)

Step 2: Composition of the Photograph

In what ways has the photographer isolated the subject from its surroundings? Are there particular objects that become more interesting to you as a result of the way in which the photographer has framed the picture? What new meaning or relationship between objects or people is created by the way the photograph has been composed? What comparison, contrast, or tension is created by the way that the picture is framed? What effect does the point of view have on the way that the viewer interprets or feels about the subject?

Step 3: Lighting of the Photograph

Examine the use of light in terms of the type of light used (sunlight or artificial light) and its intensity (under or overexposure), and angle (how the subject is lit). Is the subject lit from a specific angle? What is the effect of using light in this way? Do areas of light and shadow create or enhance the meaning? What reasons do you think the photographer had for using light the way he or she did?

Step 4: Depth of Field

How much detail is in focus in the picture? Did the photographer isolate certain elements and leave the rest out of focus and blurry? Has the photographer used "sharp" or "soft" focusing to create a specific mood? What details has the photographer emphasized in the photograph? Is the picture too "busy" because too many details are present?

Step 5: Context

The context of a photograph refers to the way in which it is used. The meaning of a photograph can change depending on where it appears and what messages are communicated by things like captions. Is it a news photograph that will be published in a newspaper or magazine? What is the ultimate use for the photograph?

Keep in mind that the purpose of analysing a photograph is to see what message it conveys. Examining the technical aspects is only important in so far as it may shed light on the photograph's meaning.

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1. Examine carefully the picture shown here and then answer the questions that follow.



David Manning, 14, sets sights on further biathlon victories.

- a. Describe what you see in the photograph. What is the boy doing?
- b. Describe the look on the boy's face.
- c. What does the photographer's use of focus contribute to the message of this picture?
- d. Discuss the photograph's composition and the camera's distance from the subject. (Where is the subject positioned in the frame? Was a close-up, medium shot, or long shot used?) What do the composition and distance that the photographer has chosen say about the subject?
- e. What questions do you have about the photograph?
- f. Read the caption. How does the caption add to the meaning of the picture?
- g. What idea or message does the photographer communicate with this photograph?

Compare your responses with those in the Appendix, Section 1: Extra Help.

2. For some additional practice using the terminology for video production, review the terminology in this section and then complete the crossword puzzle that follows.

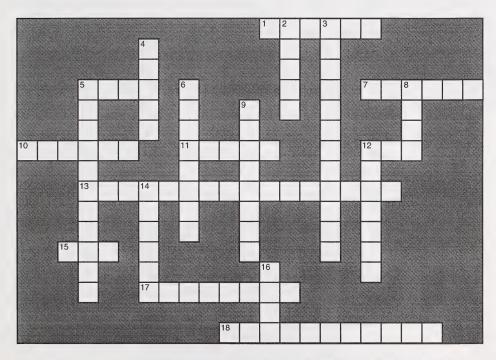
¹ The Edmonton Examiner for the photograph by Steve Sandford and the caption, March 14-15, 1992, p. 38. Reprinted with the permission of *The Edmonton Examiner*.

Across

- 1. the person who splices the shots into their final form
- 5. a type of shot in which the camera is parallel to the action
- 7. a type of shot in which the camera moves in extremely close
- 10. an editing technique in which a black screen becomes bright
- 11. a series of shots at a single location
- 12. an editing technique which involves a quick change from one shot to another
- 13. a type of shot that reveals the general location
- 15. a type of camera movement to cover a wide area
- 17. a type of shot that shows the entire area of action
- 18. the arrangement of the parts of the picture within a frame

Down

- 2. a type of camera movement in which the camera moves toward or away from the object
- 3. a type of camera movement in which the camera follows the action
- 4. this term refers to the various camera placements
- 5. repetition of the same frame
- 6. an editing technique in which a fade-in is placed over a fade-out
- 8. camera movement up and down
- 9. camera movement in which someone holds the camera
- 12. a shot of someone's face, for example
- 14. a shot from a helicopter would be an example
- 16. the use of a special lens to bring the action close



Check your answers by turning to the Appendix, Section 1: Extra Help.

Enrichment

Violence is prevalent or widespread in various media. Whether it's a police show on TV or at the movies, there's an apparent preoccupation with violence. What does this say about the makers of these shows, and perhaps more importantly, the people who watch them? Following you'll find a letter to the editor of an Alberta newspaper that squares off with the violent TV programs of the 80s.



TV in '80s reflects real life

On Nov. 4 while waiting for the Fifth Estate to start, I flipped the channel to the A-Team. I've never watched the show, but I'd seen a promo advertising the guest appearance of the two leads from the old series, The Man From U.N.C.L.E.

Within five minutes, I turned off the set. The supposed good guys of the A-Team were nonchalantly torturing a KGB agent by dunking his head under water. The show then cuts to a high-tech laboratory with a man strapped to a table about to be tortured by his former colleague.

This perverse twist was almost as shocking as the exhibition of torture during the family hour. The kids of the '60s were raised on television shows like The Wild, Wild West, The Avengers, The Man From U.N.C.L.E., and Star Trek. No matter how bizarre these shows got, they all honored the unwritten code: the good guys could always be counted on to be good. Being good, meant overcoming evil not by stooping to its level, but by employing wit, a few wondrous gadgets and good old-fashioned bravery.

In between the '60s and the A-Team administering torture, American society has endured the Vietnam War, Watergate, the oil

shortage, the Iranian hostage crisis, the assassination of John Lennon, attempts on two U.S. presidents and international terrorism. These and other events buried the Age of Aquarius and seeded the Rambo mentality of the '80s.

It is now acceptable in President Reagan's mind, and in the minds of the American people, to commit evil to fight evil. The quantum leap from the television good guys of the '60s to the "good guys" of the '80s truly reflects this changed attitude.

It is just as acceptable for a role model like Mr. T. to perform torture, as it is acceptable for the American administration to support the contra guerrillas' attacks on Nicaragua.

Mr. T. is torturing a KGB agent for information; the contras are killing and maiming civilians for the "good" of democratic freedom. But the means has only tainted the good, dishonored democracy and enslaved another nation to state-sponsored terrorism, a crime the American administration is as guilty of as Moammar Gadhafi.

A.D. Langvand Edmonton¹

¹ Reprinted with the permission of Aaron Langvand, Freelance Writer.

- 1. Use complete sentences to answer the following questions about the letter to the editor.
 - a. What motivated Mr. Langvand to watch *The A-Team*?
 - b. What prompted him to turn it off?
 - c. What was the unwritten code for programs from the 60s?
 - d. How has American society changed according to Mr. Langvand?
 - e. What is the "Rambo mentality"?
 - f. What is the main point made by Mr. Langvand in his letter?

2. JOURNAL

In your journal respond to one or more of the following ideas.

Are TV shows made in the 1990s more violent or less violent than ones produced in the past? Which TV shows that you watch support your opinion? Explain.

Do you think that watching violence on TV or in videos and movies desensitizes people, so that they are less outraged when they hear about or witness actual acts of violence?

Do slow motion, close-up shots of people being repeatedly shot or stabbed add to the realism of the film, or do they simply glorify violence?

Is the amount of violence shown on TV related to the level of violence in society? Does violence on TV make some people more aggressive or violent?

- 3. Write a letter to the editor of your local newspaper, expressing your opinion about the level of violence on TV and in movies and videos.
- 4. Buy a roll of film, get a camera, and put your knowledge of photographic techniques to practical use. Try to take interesting pictures that tell a story or produce an emotional response in the viewer.



WESTFILE INC.

5. Try the following word-search puzzle that deals with video-production terminology.

				Nan	ne Th	nat T	erm					
s	S	L	Р	Q	Α	J	В	M	R	0	U	
С	Е	Е	J	U	S	0	Е	Z	Z	1	Χ	
G	L	U	Q	С	W	V	Α	J	0	J	Q	
В	С	0	Ε	U	L	S	Т	D	Т	0	Z	
В	S	N	S	0	Ε	R	Н	R	Ν	N	M	
Q	Ε	R	S	E	Е	N	Α	0	V	Α	Z	
Н	0	S	Т	S	U	С	С	F	Т	Т	Р	
U	- 1	V	Ν	1	K	Р	V	Ε	Α	U	U	
D	D	-1	V	1	D	В	U	N	ı	D	Υ	
С	0	K	N	Т	S	Ε	W	Χ	С	D	Ε	
V	В	G	J	Q	-1	D	С	Р	В	С	Α	
F	0	С	L	0	Q	L	F	٧	U	Q	L	
F	W	В	Z	G	D	С	Т	Т	G	Р	Q	

CLOSEUP	CUT	DISSOLVE	EDIT
FADE	☐ INSERT	PAN	SCENE
SEQUENCE	SHOT	TILT	TRACKING
ZOOM			

Compare your responses with those in the Appendix, Section 1: Enrichment.

Conclusion

You live in an age when many children know the jingles from TV commercials before they know their ABCs, and news events are broadcast around the world almost as they happen. People have recently begun asking a very important question: What is the role of the media? Many of these people are left with more questions instead of answers. For instance, are people more afraid of crime than they used to be because they experience so much through newspapers and television? Do the reporters and journalists objectively report the news or do they slant it in the competition for higher ratings or increased readership? Do the media accurately depict the lives of people in society, or do they construct their own version of reality?

It is up to you to address some of these questions on your own. The challenge is for you to peer through the "eye of the camera" to more clearly understand the "big picture."



Section 1 Assignment: Through the Eye of the Camera

Review the Evaluation information found in the introductory pages of this module.

It is important to number and clearly identify each page with the following information at the top:

English 23 - Module 5

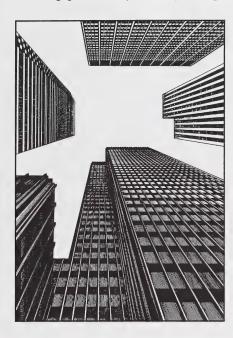
Section 1 Assignment

Page #

Name and ID#

Be sure to write legibly. Leave a wide left margin and number all of your pages.

 Write a short composition in which you respond to the following picture. Think about the following questions as you write your response.



- What emotion do you feel as you view this picture?
- What effect is the visual artist trying to achieve?
- · What is the message being conveyed?
- How do photographic techniques (such as camera angle, distance, lighting, composition, focus, and dominant lines) contribute to the overall effect of the picture?

Your composition will be evaluated according to the following guidelines:

Content and Organization (10 marks): The writer has successfully conveyed information or persuasively presented personal opinions about the picture. The ideas presented are complete and are well supported by reference to details in the picture when required. The writer has provided enough details to allow the reader to understand and appreciate the writer's message. The writer has organized the composition well and has presented the content in an order that allows the reader to follow easily the flow of ideas.

Correctness (5 marks): The writer has carefully proofread and edited the composition to ensure that it is relatively free of errors in grammar, spelling, and punctuation.

In Activities 3 and 4 you learned how effective news reports are written. Carefully read the
following two articles that report the same incident. In a well-written composition, state which of
the two articles is more effective and explain why. Use details from the articles to support your
argument.



Although you will be evaluated on the quality of ideas and by how well you defend your ideas rather than the length of your composition, it is suggested that your composition be about one full page in length.

Version A

Video store clerk injured in holdup

A Video Express outlet was robbed at 11 p.m. on Wednesday by an armed suspect.

The suspect, who got away with some cash, is described as a white male, between 25 and 30, unshaven, five-foot-seven, 160 pounds, with brown or black shoulder-length hair.

The suspect hit the clerk on the head with a wooden club and robbed the store. The 29-year-old clerk was not seriously hurt.

Police said that the clerk, Mohammed Alde, was just closing the video outlet at 6132-95 Street when the suspect came to the door, assaulted him, and robbed the store.

Version B

Video store clerk injured in holdup

A clerk at a northside Video Express outlet was hit on the head with a wooden club during a robbery Wednesday evening.

Police said that 29-year-old Mohammed Alde was just closing the video rental outlet at 6132-95 Street at 11 p.m. when a man came to the door.

The suspect hit Alde, robbed the store, and left with some cash. Alde was not seriously hurt.

The suspect is described as a white male between 25 and 30, unshaven, five-foot-seven, 160 pounds, with brown or black shoulder-length hair.

Your composition will be evaluated according to the following guidelines.

Content (10 marks): The writer has successfully conveyed information or persuasively presented personal opinions about the topic. The ideas presented are complete and are well supported by quotations and examples when required. The writer has provided enough details to allow the reader to understand and appreciate the writer's message.

Organization (5 marks): The writer has organized the composition well and has presented the content in an order that allows the reader to follow easily the flow of ideas. There is an effective introductory sentence or paragraph that clearly states what the composition will be about, and a conclusion that sums up the message of the composition.

Interaction (2 marks): The writer has demonstrated a good awareness of audience and has anticipated the needs, reactions, and questions of the reader.

Correctness (3 marks): The writer has carefully proofread and edited the composition to ensure that it is relatively free of errors in grammar, spelling, and punctuation.



BELIEFS AND ADVERTISING





Did you know that

- the average student sees or hears hundreds of advertisements a day?
- Canadian children watch an average of 183 hours of commercials each year?
- by the time students graduate from high school, they will have been exposed to more than 350 000 television commercials?
- by the time these same students have reached the age of sixty, they will have been exposed to fifty million advertisements?
- it often costs more money to produce one thirty-second commercial than an entire television program; and second for second, a commercial is more expensive than a major film?
- in 1984 advertisers in Canada spent six billion dollars promoting their products, and doubtless this figure has increased substantially since?

One of the driving forces in our society is advertising. Some experts claim that advertising distorts reality and plays upon many of our vulnerabilities – for example, our desires to be healthy, to be accepted, and to be loved. Others feel advertising fulfils an important function in promoting economic growth in our consumer society where buying goods is essential.

Whether advertising is "good" or "bad" depends on your point of view; however, it's important to examine advertisements critically and to be conscious of the "tricks of the trade." In this section you'll take a "behind the scenes" look at advertising. This should help you become a more critical consumer. You'll get the chance to demonstrate your expertise in advertising techniques when you complete your Section 2 Assignment.

Activity 1: Living in a Material World



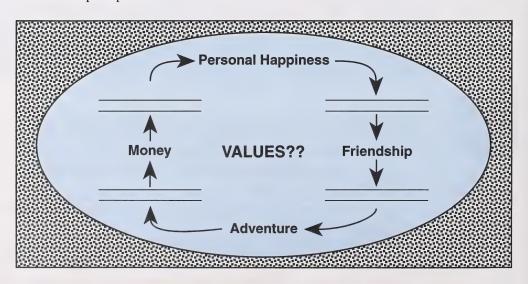


Cuz I'm living in a material world, and I'm a material girl.

- Madonna

Madonna's hit song in the 80s illustrates today's society's preoccupation with material goods. Advertisements play a major role in convincing consumers to buy the newest and the best. Some people would argue that contact with traditional values such as honesty, self-sacrifice, and family have been lost. Instead, the pursuit of possessions and personal wealth has been emphasized.

Have you ever stopped for a moment to consider what your beliefs and values are? What follows is a chart with examples of values. Make a similar chart in your notebook and fill in some of your own values in the spaces provided.



Compare your response with the one in the Appendix, Section 2: Activity 1.

JOURNAL

In your journal respond to the following ideas.

You've just spent some time thinking about some of your values. Have you ever considered how you'd rank them in order of priority? Try to list your top five values; then briefly explain why each is important to you.

In spite of how you might feel about materialism, buying and selling are here to stay. And a big part of the business world is advertising. Advertising is also a big part of your life. You're still not convinced? The journal exercise that follows suggests a few questions that just might get you to think otherwise.



JOURNAL

In your journal respond to the following questions.

- Are there any magazine advertisements pinned up in your locker? If so, what aspects of them are appealing to you?
- Do you own any clothing that advertises? Why would the manufacturer want you to wear these clothes?
- What's your favourite TV commercial? Why? Which commercial do you dislike the most? Why?
- How much attention do you pay to advertisements? Do you change the channel when commercials come on? What about ads in magazines? Do you ever give them more than just a glance?
- Do you ever find yourself humming or singing a tune from a commercial? Which ones?
- How do advertisements influence your choice of products to purchase?

You can see that advertisements can be found almost everywhere.

Because they're so numerous, they're easy to ignore. But that doesn't mean they don't have an impact on you.

In the next activity, we'll look at a cornerstone of advertising – propaganda. This should start to make things a little clearer.



You know I never realized that I was exposed to so many different types of ads.

I suppose you're right. But I'm still not sure how they do that.



Activity 2: Propaganda



Advertising is something you may encounter dozens of times a day. Reading magazines and newspapers, watching television, listening to the radio, driving along the highway, riding a bus – you see ads everywhere. But just why do businesses advertise? In today's world there's such a great variety of consumer goods that a business needs to advertise its products or services to compete in the marketplace. Advertising performs two key functions:

- One function is to give specific information. You're told the price, size, and colour of an article. These are facts, easily checked. A good example of this type of advertising can be found in the classified section of the newspaper.
- Another function is to persuade. You're urged to buy a product, or to accept an idea. A well-known entertainer, for example, may try to convince you to buy a certain type of beverage.



Advertising competes for your attention. Using many different techniques and gimmicks, ads promise you, the consumer, everything from fewer cavities to popularity – even to make all of your dreams come true. How, you ask? All, for the price of the product they're selling. The main difficulty is that sometimes consumers are deceived. How many times have you seen great-looking hamburgers on television, only to find them in real life to be pretty ordinary? Have you ever been disappointed after purchasing a product based on an advertisement's appeal?

In the last thirty-five years, television viewing has doubled and the market for your attention has become fierce. Commercials have become very expensive to make, even more sometimes than the television programs they sponsor. Because there are more channels and more choices, advertisers have to be competitive to convince you to open your wallet for them.

How does advertising work and how can consumers understand it so that they're less susceptible to its influence?

Propaganda: ideas spread deliberately to promote a cause Let's begin by examining a key word relating to this entire issue – **propaganda!** What do you think of when you hear this word?

Connotation was discussed in Module 2.

Many people would agree with you. The word propaganda has a negative connotation. In other words, propaganda suggests to most people falseness and a lack of sincerity. But in fact, propaganda can be either good or bad. Can you think of any positive uses for propaganda?

Good example. Propaganda can be used to win support for ideas, to advance a good cause, and to serve a useful purpose, as well as to manipulate people for questionable ends.



I think of someone trying to trick me into believing something that's not true.

Well, you could say that the AADAC commercials encourage young people to be aware of the dangers of drinking and taking drugs.



1. Think about some advertisements you've seen recently in magazines or on television. Do they contain propaganda that you consider to be positive? Make a list of a few ads that you believe provide a positive message.

In our society it's virtually impossible to escape the effect of propaganda. You're continually being bombarded with messages competing for your attention to buy this or that product. Here are a few obvious examples of ways in which advertisers reach their audience.

- newspapers
- radio
- television
- junk mail
- 2. Can you think of any other ways for advertisers to reach the public?

Compare your responses with those in the Appendix, Section 2: Activity 2.



Statement of fact: a statement or claim that can be proven true or false

Statement of opinion: a statement or claim that cannot be proven true or false

To be able to see through persuasion techniques – including outright attempts to mislead you – you must be able to think critically. This involves being able to separate facts from opinions.

A fact is a piece of information that's true and capable of being verified, but a **statement of fact** is an assertion that can be proven true or false. A statement of fact may then, unlike a fact, be mistaken; however, it can be shown to be in error, and corrected.

By contrast, an opinion is a person's belief or judgement; a **statement of opinion** is an assertion that cannot be proven to be true or false because it expresses a personal viewpoint.

Here are two examples:

- Statement of fact: The Flames are in first place. (Note that this may or may not be true, but it can easily be verified. If it's proven true, it's a fact.)
- Statement of opinion: The Flames are the most exciting team in the NHL. (This expresses one person's judgement. It cannot be proven true or false.)



With a partner or in a small group, discuss the issue of facts versus opinions in advertisements. Consider the following questions:

- Are "facts" presented in ads reliable?
- How do ads disguise opinions so that they appear to be facts?
- Do you generally accept advertisements to be truthful? Why or why not?

If you're working alone, think about these questions. Jot down your ideas on a piece of paper.

3. The following statements are patterned on current advertisements. Based on your observations and experience, which would you say are statements of fact? Which are statements of opinion? Write your answers in your notebook. The first one is done as an example.

fact	a. Every year multiple sclerosis attacks a number of young people.
	b. The use of telecommunications will give your company an edge over its competitors.
	c. An effective deodorant ensures corporate success.
	d. This is a makeup that does more than look terrific. It helps give you back the innocent skin you were born with. And that's beautiful.
	e. Isn't sharing and caring what love is all about?
	f. It wasn't until the latter part of the nineteenth century that Royal Doulton began producing bone china.
***************************************	g. Tunics are always fashionable and wearable.
***************************************	h. Convenient downtown locations, spacious, elegant rooms, and the wide choice of fine dining will make a trip both memorable and rewarding.
	i. Interest rates are at a thirty-year low.
	j. Driving a sports car influences your insurance rates.
	At the opening of Parliament, the Governor General reads the speech from the throne.
	Short-haired dogs are nicer than the long-haired variety.

Compare your responses with those in the Appendix, Section 2: Activity 2.

The purpose of propaganda is to convince people before they've had the chance to consider other opinions or examine proof. Keep in mind that propaganda is in itself neither sinister nor evil; but you need to be aware of it so that you can recognize when people are being "conned."

In the next activity you'll look at specific techniques employed by advertisers.

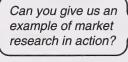
Activity 3: The Power of Persuasion



The Science of Advertising



People are suspicious of persuasion and with good reason. It's become a multibillion-dollar industry. Professional persuaders and advertisers work through the mass media with large sums of money at their disposal. They study the attitudes of audiences through marketing agencies by means of sampling techniques and interviews, and they test audience response through various kinds of polls. This information gathering process is called *market research*. Through such an in-depth analysis of your behaviour, they learn about your wants, fears, and spending habits. Once they know these things about you, you're vulnerable to the elaborate campaigns they stage to manipulate your attitudes.





Sure. Have you noticed all of the "clear" products around these days? clear pop? clear soap? clear – well you name it. That's all because market researchers determined that people equate clarity with purity.

Yeah, and the advertisers develop campaigns to make sure people keep on thinking that clear products don't have as many chemicals and other garbage in them.





OK, I get that part, but I'm still not sure how broadcasters make their money from advertising.

Well, it usually happens like this: the networks sell advertising time to companies in fifteen-, thirty-, and sixty-second blocks.

How do they know how much to charge them?





Actually, there are two factors that they consider: the time of day and the size of the audience. There are more viewers in the prime-time spots – between eight and eleven in the evening – so they charge advertisers more at these peak hours.

OK, but how do they know who's watching what when?

Advertisers employ agencies that conduct demographic studies – studies of human populations. What that means is that these companies daily measure the viewing habits of the public to determine the age, sex, income, and education of audiences. This information is sold to advertisers who use it to make decisions about when to schedule their commercials.

The same techniques advertisers use to sell goods are used in politics to merchandise candidates and issues. Like advertisers, political experts scientifically select their appeals. They "create" candidates by using favourable images along with carefully staged productions, planned repetitions, slogans on billboards, television appearances, cartoons, charts, radio ads, newsletters, and interviews.

Disscuss political advertising with a partner.

Techniques of Persuasion

Advertisers use two basic techniques for attracting customers:

- · claims
- appeals

Claims provide facts and information about products that highlight their features and benefits. This approach appeals to the rational part of the consumer's mind. When a soft-drink commercial says that Zappo costs less than Refresh, the advertisers are trying to persuade you by using one of their "facts."

Appeals, on the other hand, target the emotional side of your personality. They play upon desires, dreams, beliefs, and fears. A margarine commercial, for example, may play upon the public's fear of heart attacks and attract buyers by emphasizing the low cholesterol levels in the product. Appeals also focus on the consumer benefits (what the ad's audience wants) as opposed to product features.

Here are three benefits that commercials often promise:

- better health (increased strength, more vigour, greater endurance, a longer life)
- greater popularity (through a more attractive personality or through personal accomplishments)
- more money (for spending, saving, giving to others)
- 1. Try to identify **three** more benefits that ads sometimes promise.

Compare your response with the one in the Appendix, Section 2: Activity 3.

JOURNAL

In your journal respond to the following question.

How do you respond to ads that use appeals to your desire for better health or greater popularity? Be honest, and try to refer to specific examples.



Now listen in on this classroom exchange.



Paul: I'm still not clear about the difference between claims and appeals. Can you explain

further?

Teacher: Sure. Claims present information or opinions – often in a one-sided or misleading

manner. Ads using this technique frequently depend on logical fallacies to convince

the viewing public.

Raza: You mean they use logic that doesn't make sense?

Teacher: That's it exactly. The logical-fallacy technique presents ideas in a manner that appears

logical, even though the apparent logic is false. Can anyone think of an example?

Suzanne: I think so. At my favourite "family restaurant" they keep saying how many burgers

they've served. It's as if they're saying "If billions have eaten at this restaurant, you

should too."

Teacher: Great example of a claim! Now appeals are different from claims because they use

drama, jingles, slogans, and pictures to create moods or feelings in you that convince

you to buy a particular product.

Armin: I know what you mean. Some commercials seem to talk about everything except the

value of the product.

Teacher: Right. In these ads the goal is to create a positive feeling about the product. Can you

think of any examples of this?

Krista: Sure. The ones about long distance phone calls. They seem to prey upon people's

loneliness and how good they'd feel if they called up a loved one.

Teacher: Exactly. And some commercials have become a type of entertainment; sometimes

there's even a story line. In one series of soft-drink ads, for example, viewers get caught up in the struggles of a young man trying to get a pop for a beautiful woman.

Paul: Yeah. Those ads were great . . . but of course, they never got me to buy the product.

Teacher: Of course not! But now let's look at some more specific types of claims and appeals.

Here's a chart that names a few.

Logical fallacy: an argument that appears to be logical but really is not



Persuasion Techniques – Some Examples				
Claims	Appeals			
"Our Product Is Something You Can Trust" "Our Product Is Superior" "Our Product – Buy It! Everyone Else Does" "Our Product Can (Might, May) Help" "Our Product Does It Better" "Our Product – The One That Functions"	"Our Product – You Deserve It!" "Our Product Will Make You Happy" "Our Product Will Make You the Envy of Others" "Our Product Will Protect You"			

Now here's a closer look at each of these techniques.

Claims

• "Our Product Is Something You Can Trust"



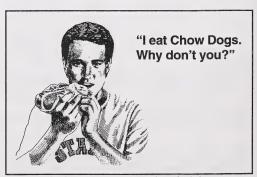
If you have confidence in a product, you're more likely to buy it. Consequently, advertisers try to win your trust in a variety of ways. One technique associates a product with a word or idea that carries authority, honour, prestige, or respect. A case in point is the Good Housekeeping Seal of Approval. The buyer is influenced by the authority and dependability of the Good Housekeeping Institute as well as the quality of the product. Likewise, consumers buy toothpaste because it's endorsed by the Canadian Dental Association. This technique is also at work in advertisements using attractive, clean-cut people to endorse them. You feel that somehow you can trust this sort of person, and that feeling is transferred to the product. The appeal the

advertisement has for you influences how you feel about the product, too. If you like the ad and its approach, you're more likely to react favourably toward the product.

Here are some specific techniques advertisers use to win consumer confidence.

- Celebrity Testimonial

This approach associates an idea with a famous or respected person even though he or she may not be an authority in that field. This person may be a movie star, athlete, or even a government official. It was once common to see an actor playing the part, though the trend today is to use company presidents and ordinary people because the modern consumer sees them as being more credible.



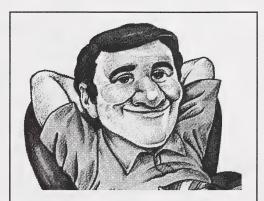
You can probably think of examples of this sort of thing. Always keep in mind that most participants in testimonials are paid – well paid – for their endorsements. In the case of company officials, of course, this payment is by way of increased sales.

- Expert Testimonial

Most people respect the opinion of professional people, so often you'll see doctors, dentists, or scientists endorsing products. "Hi, I'm Dr. Kickback, and I recommend Placebo as a pain reliever."

- Plain Folks

This technique associates an idea with common, everyday people and their presumed virtues. The classic example is the case of politicians who, particularly in an election year, show their devotion to little children and to their homes and families. They do this to gain the support of the common person. Employers, too, use this technique when they call employees by their first names and inquire about the well-being of their families. The plain-folks technique is further exemplified by the increasing number of average-looking people being used in ads.



"Shucks, folks, I put my socks on one at a time just like you. Vote for me!"

"Our Product Is Superior"

Sometimes advertisers claim that a particular product is special because it contains a "magic ingredient" that sets it apart from its competitors. Words like *new* and *improved* are frequently used. These ads often rely on test results that supposedly show that the advertised product's superiority is scientifically based. Notice that advertisements are quick to use vague phrases like "doctors have concluded," "laboratory tests reveal," and "science proves" to convince you to buy a product.

If you suffer from nasal congestion, buy NEW FORMULA SINUDRAIN!



• "Our Product - Buy It! Everyone Else Does"

This bandwagon technique asks that you follow the crowd. It plays on people's desire to conform by claiming that "everyone else" believes an idea or behaves in a certain manner. Everybody's doing it! And no one likes to be different. The "keep-up-with-the-Joneses" syndrome is an effective selling technique. If "nine out of ten men use this brand," you can be sure John Doe will consider using it too.



• "Our Product Can (Might, May) Help"

Because companies are concerned about false advertising charges, they avoid making bold statements. Instead of saying a particular makeup will make you look younger, the ad simply says it will *help* you to look younger. These claims employ *weasel words*, which are vague words like *helps*, *fights*, and *virtually*. They mislead you into thinking the product is better than it really is, but they don't promise anything.



Concerned about your breath? Buy our mouthwash. Garglex helps to fight those nasty odour-causing germs that can create bad breath.

"Our Product Does It Better"

This is the unfinished claim. You're told the product performs better, but better than what? This sort of claim is being used whenever you see phrases like these:

- "refreshes better"
- "lasts longer"
- "works harder"
- "is used by more doctors, mothers, businesses"



• "Our Product - The One That Functions"

This is the so-what claim. Does it matter that astronauts wore this underwear to the moon? Does this fact make it a better product?



Appeals

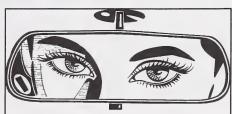
• "Our Product - You Deserve It!"

Some advertisers exploit the idea that people believe they deserve a break. Phrases like "You deserve a treat today!" "Give yourself a break," and "You owe it to yourself" are commonly used in these advertisements.



"Our Product Will Make You Happy"

The desire to be accepted and loved is a powerful motivator. Advertisers take advantage of this desire by encouraging you to believe that by using a particular product, you will be more attractive, more popular, and happier.



Eyes by Miss Iris. Your husband will love you more than you ever thought possible.

"Our Product Will Make You the Envy of Others"

The way you look at yourself and the way you want others to see you can be tapped by advertisers. While many ads promise that you'll be more youthful, or successful, or accepted if you buy a particular product, others compliment you on your distinctive taste and superiority. This "snob appeal" approach associates a product with a desirable life style; it's designed to make people want a product that makes them distinctive and somehow "classier" than other people (in this sense it's the opposite of the bandwagon approach).

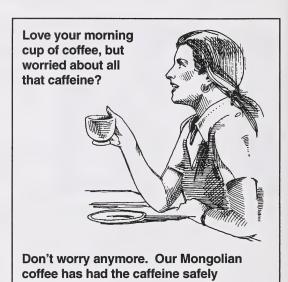


Closely related to this technique is that of *psychological obsolescence*, which makes consumers dissatisfied with things that are old and outmoded. It does this by making people style-conscious and then creating new styles and features each year. As so often happens with cars, telephones, and appliances, even a simple change in colour can make you dissatisfied with the product you have.

Also related to this sort of technique is the use of *glittering generalities*, which associate an idea with a *virtue word*. A virtue word is an abstract idea that most people accept without question or examination. Everyone uses glittering generalities to express opinions. People talk about such things as truth, freedom, honour, liberty, and progress to win others to their way of thinking. Advertisers describe a product as "smooth," "economical," "elegant," or "modern" to encourage others to buy it. Such words can make products sound highly desirable, yet they promise much without a commitment to anything specific. If a cereal claims to be made from "natural" ingredients, it sounds like a great idea. But what exactly does "natural" mean?

• "Our Product Will Protect You"

Some ads play upon fears you might have about your health, travelling – you name it! You might lose a friend if your breath or deodorant fail you. You don't want to get caught in Europe without traveller's cheques. You want to buy only products that are "environmentally friendly" for fear of ozone deterioration. You want to buy foods that are high in fibre and low in cholesterol to safeguard your health. In this way advertisers cash in on some of your concerns and worries.



 Listed here are some of the persuasive techniques with which all of us come into contact almost daily. Read each of the statements in the chart that follows the list and identify the persuasive technique used for each one. In your notebook, write the Roman numeral of the technique beside the appropriate letter.

removed.

- i. testimonial claim
- ii. plain-folks claim
- iii. bandwagon claim
- iv. weasel words claim
- v. unfinished claim
- vi. snob appeal
- vii. product reliability claim
- viii. fear appeal
- ix. product-superiority claim

 a.	"All of your friends have a home computer. Why don't you?"
 b.	"Joe Football uses Klondike Spring aftershave."
 c.	"Before entering politics, MLA Louise Schmidt earned her living as a self- employed carpenter."
 d.	"Breathe-Freely Health Spa – Where Everyone Goes After Work."
 e.	"Over 90 billion served."
 f.	"Use Garglex, the only mouthwash that can make your breath smell as fresh as a spring morning."
 g.	"Matrix computers - the only computers with zemphonic microchips."
 h.	"Napier jewellery is lovelier!"
 i.	"Upper Crust Estates invites you to discover its distinctive and architecturally controlled subdivision."
 j.	"Calgary Trust – You Can Bank On Us!"
 k.	"The new Mach III automobile – rated number one by Sportsdriver Monthly magazine."
 1.	"Don't lose friends. Use Spring Pit – the mountain-fresh deodorant."

Compare your responses with those in the Appendix, Section 2: Activity 3.

JOURNAL

In your journal respond to the following idea.

Choose an ad from a local newspaper or a favourite magazine. Write down five questions you'd like to ask the people who designed it. Now consider how effective you find the ad. Would your friends – or parents – find it equally appealing? Why or why not?

Now that you're aware of a few of the tools of the advertising game, it's time to examine some of the characteristics of effective advertisements.

Activity 4: Effective Advertising



In these days of TV remote controls and videocassette recorders, television advertisers are having a tough time. Now viewers can easily flip to different channels when commercials come on, and whenever they watch something recorded earlier, they can just fast-forward through the ads. In order to combat these tricks of avoiding commercials, advertisers work hard to make their ads entertaining and compelling. Often commercials are as entertaining as (or more entertaining than) the shows in which they're run.

Of course not all commercials work equally well. First consider the necessary qualities of effective ads.

Qualities of Effective TV Commercials

An advertisement needs to reach the greatest number of people likely to be interested. It must be as attractive as possible. An advertisement must also convey essential information. It may exaggerate or appeal to one's emotions. Here are some general guidelines for successful television commercials.

- Visual appeal: The main emphasis is on visual appeal. Viewers remember what they see more than what they hear.
- Simplicity: Ads aim to express one main idea that's clear and easy to understand.
- Quick interest: The first five seconds of a TV ad are the most important. It's here that the
 commercial must grab the viewer's attention and create interest in what's going on.
- Action: Action shots are superior to static shots. To keep the viewer's eyes open, you keep the
 action happening.
- Repetition: Repeating the same key phrase makes understanding the commercial easier. Saying it
 more than once drives the point home.
- Sound: Sound or music must match the visual image. Sight and sound must work together or confusion results.
- Demonstration: It's important to show the product in use, even if it's just a bar of soap. Again, actions speak louder than words.
- Name registration: A commercial may be engaging and interesting, but if the consumer can't remember the product or its name, it hasn't been very effective.
 - Solution 1: Mention the name within the first five seconds and at least three more times during the commercial.
 - Solution 2: Use the same music with every commercial. How many products do you associate in your mind with a piece of music?
 - Solution 3: Repeat the slogan until it becomes part of the consciousness of the viewing audience.



Maria: It seems as if effective advertisements really have to accomplish quite a bit. But I quess the main thing is just to get our attention and arouse our interest.

Teacher: That's right, and there are lots of devices advertisers can use to get your interest. We'll discuss four of the main ones right now: using pictures, colour, music, and catchy slogans.

Armin: I can see that pictures would be effective. Everyone likes to look at pictures.

Teacher: That's right. Pictures can inform, remind, or persuade. But most of all, they get your attention. In fact, often they really have nothing at all to do with the product advertised, but they focus on things like good looks, nice clothes and furniture, and shiny cars.

Maria: I know what you mean. If you look at beer commercials, for example, you'll see all these slim, good-looking young people engaging in healthy activities like riding horses and doing sports – and then they sit around drinking beer and seem to be having a wonderful time – and keeping physically fit!

Teacher: Good point. The advertisers don't want you thinking about things like gaining weight and getting out of shape when they show you clips of people using their product.

Raza: And they certainly don't want you thinking about the problems of alcohol addiction and all the misery it causes!

Teacher: Exactly! Now how about colour? As you know, colour can be used very effectively to catch your eye. Colour can also set the mood, more accurately describe a product, or exaggerate a product's good points. Warmth or coolness, for example, are easily emphasized through colour.

Krista: The third way, music, seems pretty straightforward. Everyone knows the tunes of commercials.

Teacher: That's right. These tunes, or jingles, as they're often called, are another way of commanding attention and establishing mood. Jingles are so appealing and so often heard that they automatically come to mind when a product is mentioned, even long after the promotion is off the air.

Suzanne: Tell us more about the last method - slogans.

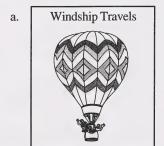
Teacher: A slogan is a catchy, often-repeated phrase that ties a product or cause to an idea

people feel strongly about. It may be anything from a bumper sticker telling people, "If you drink, don't drive," to an ad campaign proclaiming, "Canada is drinking Slurpo."

Raza: I think I'd be pretty good at making up slogans.

Teacher: Well, you'll get your chance to find out. The next exercise will give you some practice.

- 1. Following are the names of five products and slogans that have been used to promote them. For each one, write down what claim the slogan is making or to what desire or fear it is appealing.
 - a. At McDonald's, we do it all for you.
 - b. At Ford, quality is Job 1.
 - c. Don't leave home without it. (American Express Traveller's Cheques)
 - d. Oh, what a feeling! Toyota.
 - e. Be all you can be. (the Canadian Armed Forces)
- 2. Now it's your turn. Write a slogan for each of the following products. Try to think of specific claims or appeals that you'd like to use.



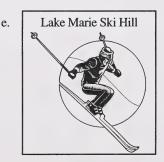




d. Larry's Trucking

LARRY'S

TRUCKING



Compare your responses with those in the Appendix, Section 2: Activity 4.

Here's a listing of some other attention-getting devices that arouse the consumer's interest. No doubt you're seen them all used many times.

- Using humour: On television or in magazines, advertisers may use a comical character, cartoon, or a humorous story to attract your attention. The bumbling, incompetent "authority" advertising a product by way of testimonial is currently a popular form of humourous advertising. Can you think of other advertisement techniques that use humour?
- **Having sales:** Everyone likes to save money, and most people are attracted to anything that promises to be a good deal.
- Complimenting the consumer: People pay attention when you give them compliments or tell them they're special. You may hear slogans like "We do it all for you" or "You're the one."
- Advertising the product as bigger than life: Many advertisements exaggerate the size of a
 product to catch your attention. For example, in car ads, the cars are generally larger in
 proportion than anything else in the picture.

JOURNAL

In your journal respond to the following ideas.

Think about three commercials that you feel are particularly effective. Why, in your opinion, are they successful?

Activity 5: Evaluating the Message

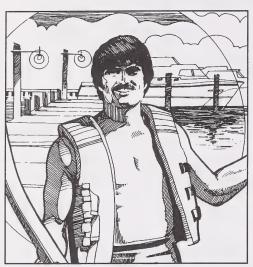
At this point you're familiar with many of the major techniques used by advertisers to sell you products. This doesn't mean that from now on you won't be influenced by ads, but it should mean that perhaps you'll respond to them more critically than you did before. And if you start responding more critically, you'll be more likely to see through any manipulative devices that are at work.

Critical thinking isn't a skill that develops overnight. Since most advertising combines pictures and words, you must be able to analyse both the visual and verbal components of advertisements.

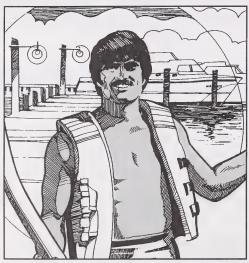
- Visual Component: Remember that a picture in an advertisement is meant to grab your
 attention as you look through magazines or newspapers. Advertisers know that people spend
 on the average only two to three seconds looking at an ad, so they must get their message
 across in a hurry.
- Verbal Component: Look for any of the persuasive techniques you've already studied. Are
 there any examples of testimonials, slogans, weasel words, or claims that are logical fallacies?
 Look for specific appeals to common human desires and fears.

Following is an illustrated advertisement similar to the kind appearing in magazines and newspapers. Examine it carefully; then answer the questions that follow it.

INTRODUCING "INSTA-TAN" THE REVOLUTIONARY NEW TANNING MARVEL



Before using Insta-Tan



After just one application of Insta-Tan!!

"Totally safe!" says Dr. Mel Anoma, dermatologist at the Alberta Institute for the Tanned and Semi-Tanned.

Join the crowd and come on down to the beach! Enjoy that youthful look once again with Insta-Tan!

INSTA-TAN "The Quick Tan Solution"

World renowned actor Chuck Beefcake speaks out about Insta-Tan.

"Like many of you, I, too, was concerned about exposing my skin to harmful ultraviolet rays. Now my worries are over, and so are yours. With Insta-Tan you can enjoy the sunshine and the tan you've always dreamed of. Your girlfriend will love you for it."

Don't you deserve a tan like Chuck's?



What's Insta-Tan's secret? It's the result of an amazing breakthrough in scientific research.

Insta-Tan's special formula helps block the sun's harmful rays up to 99%, while allowing the gentle tanning rays through.

Insta-Tan is made by Carcinoma Industries, proudly serving Albertans since 1994.

- Claims: Find at least one example of each of the following techniques in the text of the advertisement.
 - a. a claim for product reliability
 - b. a claim for product superiority
 - c. bandwagon
 - d. weasel words
 - e. testimonial
- 2. **Appeals:** This advertisement makes many appeals to the consumer. What human needs, fears, or desires are being appealed to? List as many of them as you can. Be specific.
- 3. List **three** statements of fact that appear in the ad. Remember that statements of fact are assertions that can be proven true or false.
- 4. a. Is there a product slogan? If so write it out.
 - b. What message does it communicate?
- 5. How effective do you think the advertisement is? Give specific reasons for your answer.
- 6. To what extent is this ad deceptive? Explain by making direct reference to the ad.
- 7. Who do you think is the intended target of the advertisement?
- 8. What does the advertisement say about our society? What beliefs are indirectly reflected in the advertisement?

Compare your responses with those in the Appendix, Section 2: Activity 5.

Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

Advertising performs two key economic functions in our society.

- You're urged to buy a product or to accept an idea.
- You're given the price, size, colour, or other information about an article.

Would you say that all advertising is bad?

I like quite a few commercials; they're often funny or silly. In any case, they get my attention. By no means! Advertising plays a vital role in promoting our economic growth. Advertising keeps us aware of what's on the market – jobs, services, articles. It introduces new things into the marketplace and keeps us reminded of established brands. It also helps keep producers and retailers competing – and that means better products and services – and sometimes even lower prices.



That's what they want to do.
Advertising can be colourful,
entertaining, interesting, and
creative. Many of the creations of
ad writers are tasteful, honest
works of art. But what one should
be aware of is that advertising is
propaganda, and you should
recognize its manipulative power.
You may be enticed into buying an
image rather than a product.



If you have access to a videocassette recorder, you can do Part A. If not, do Part B. (Of course, there's no harm in doing both parts.)

Part A



If you can get hold of it, watch "The Bronswik Affair," available on videocassette from the National Film Board Kit *Media and Society: Advertising and Consumerism.* Although this is a lighthearted film, its intent is serious. It highlights several persuasion techniques that advertisers employ while focusing on the societal problem of conspicuous consumption – a buying pattern whereby consumers buy extravagantly, chiefly in order to show off their wealth.

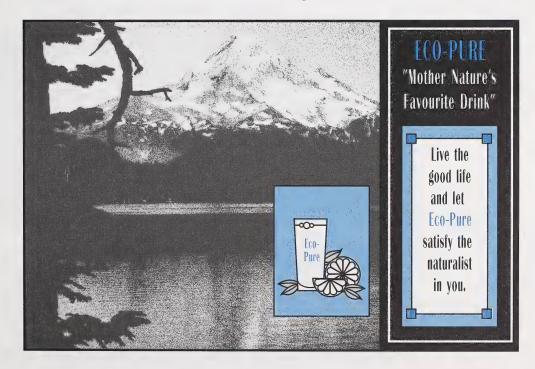
View the video at least twice. The first time watch it through without stopping, getting a general impression. Your second viewing should be more considered. Look for details you might have missed the first time around. Think about what you now know about media and advertising. View critically! Then answer the questions that follow. It would be a good idea to view the film with a partner with whom you could share your ideas.

- If you have a partner or are working in a group, discuss questions a. and b. If you're working alone, write out your responses.
 - a. Do you know anyone who seems to be a victim of the pressures of conspicuous consumption?
 - b. Have you bought anything recently that you didn't really need? If so, what made you decide to buy that product?
- "The Bronswik Affair" illustrates several techniques of persuasion. Identify as many of these as you can.
- 3. This film also pokes fun at news reporting and documentaries. Which features of news reports and documentaries are being imitated for a humorous effect?
- 4. If you can, look at the new marketing channels on television and the infomercials (long commercials often a half hour that resemble news reports). How is shopping being merged with educational and information programming?

Compare your responses with those in the Appendix, Section 2: Extra Help.

Part B

Examine the advertisement that follows; then answer the questions that come after it.



- 5. Does this advertisement make any specific claims? Explain.
- 6. This advertisement makes several appeals to the consumer. What human needs, fears, or desires are being appealed to? List as many of them as you can.
- 7. a. What is the product slogan?
 - b. What message does it communicate?
- 8. How effective do you think the advertisement is? Give specific reasons for your answer.
- 9. Who do you think is the intended target of the advertisement?
- 10. What does the advertisement say about our society? What beliefs are indirectly reflected in the advertisement?

Compare your responses with those in the Appendix, Section 2: Extra Help.

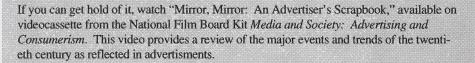
Enrichment

Do one or both of the following:

1.

JOURNAL

In your journal respond to the following ideas.



Now imagine that you're a social historian living a hundred years from now and studying the late twentieth century. Basing your conclusions solely on advertisements from this era, describe some of the conclusions you'd likely reach about the values, attitudes, hopes, fears, and aspirations of Canadians living in the 1990s.

Decide who your intended audience is and write your response using any format that you choose (letter, article, essay, diary or log entry, poem, etc.).

2. Keep a log of all of the TV commercials you see over a period of several days. Design a chart in which you list the products advertised, the techniques used, the audiences at which the ads are aimed, and your own responses to the ads. Then use your data to draw conclusions about television advertising – how it functions and how effective you think it is. If possible, discuss your findings and conclusions with others to discover if they respond to television advertising the same way you do.

Compare your response with the one in the Appendix, Section 2: Enrichment.



Conclusion

- Is Madonna correct in saying that you live in a material world?
- Is materialism an important value for you?
- Have traditional values been replaced in our society by a selfish desire to accumulate personal wealth?

Advertisements paint an illusion. They offer consumers a false image of life. They promise a lifestyle that focuses on superficial things. Often the belief behind the message is that it's better to work on what you look like than on what you're really like inside.

Advertisements also pretend that there's really a difference between products. Realistically, all shampoos will clean your hair; even dish detergent will clean your hair. What have you bought? An image. You've been told that impressing your friends is what's important.

Remember, if you buy the ad, you're buying into the values it represents. The key is to think critically so that you can penetrate the illusion to see the product for what it really is and what it really stands for.

In this section, you looked at how products are marketed. In the next section, you'll learn more about marketing yourself.

(30)

Section 2 Assignment: Beliefs and Advertising

Review the Evaluation information found in the introductory pages of this module.

It is important to number and clearly identify each page with the following information at the top:

English 23 - Module 5

Section 2 Assignment

Page #

Name and ID #

Be sure to write legibly. Leave a wide left margin and number all of your pages.

1. Create a full-page print advertisement designed to appear in a magazine. It may contain visuals, but what's important is the written component. Begin your preliminary work by inventing a product; then come up with a slogan for it. After that think of at least four persuasive techniques (claims and appeals) that you can use to sell the product and develop the text of your ad. Finally, work out how you'll arrange the elements of your ad on the page: text, slogan, and perhaps, visuals.

When you've finished your preliminary work, create your ad and submit it for evaluation. (10 marks)

Your ad will be evaluated according to the following criteria:

- Correct use of at least four different persuasive techniques
 - Techniques should be appropriate, given the type of product and potential customer
- Overall quality of salespitch (This concerns mainly the text of the advertisement.)
 - The writing should be clear and free of grammatical error.
 - The writing should be appropriate for the product.
 - The writing should be lively and enticing.
- Slogan
 - The slogan should attract the reader's attention.
 - It should be similar in style and approach to the body of the text.
- · Design of product
 - The actual product should be portrayed appropriately.
 - The product name should be clearly visible.
- · Originality and general impression
 - The advertisement should invite the reader's attention.
 - Credit will be given for originality of approach.
- 2. In a paragraph or two discuss the advertisement that you created for question 1. In your discussion be sure to do the following:
 - Identify the audience at which the ad is aimed.
 - Identify and explain the persuasive techniques used in the ad.
 - Describe any other features of the ad that you've built into it. (20 marks)

Your paragraph will be evaluated according to the following guidelines:

Content and Organization (15 marks): The writer has successfully conveyed information about the topic. The ideas presented are complete and are well supported by examples when required. The writer has provided enough details to allow the reader to understand and appreciate the writer's message. The writer has organized the composition well and has presented the content in an order that allows the reader to follow easily the flow of ideas.

Correctness (5 marks): The writer has carefully proofread and edited the composition to ensure that it is relatively free of errors in grammar, spelling, and punctuation.



JOB SEEKING: PUTTING YOUR BEST FEATS FORWARD!





- · Are you seeking employment?
- Do you currently have a job, but aren't really happy with it?
- Have you, like many others, experienced difficulties in getting the job you want?

Job hunting is an experience many of you have had by this point in your lives. If not, you can look forward to it shortly. This section will help guide you through the maze of job hunting.

The process of a job search involves certain steps, namely, taking a personal inventory of your abilities, locating a suitable job, applying for the job, submitting a résumé, and attending an interview. The success or failure of your job search depends to a large extent on your ability to present yourself to the employer, and to communicate pertinent information to your potential employer in a manner that will impress that employer.

In this section, you will compile a list of your job-related interests, skills, and abilities; create a personal fact sheet; and incorporate this information in a résumé.

Activity 1: Taking Stock





Student: Why should I worry about career planning? I'm only in grade 11.

Mr. Kahn: I can appreciate that you feel that career planning seems a bit removed from your life right now, but there are some good reasons why you should start thinking about career planning now. Because most people spend about half their waking hours at work, it is important to find a career that is satisfying and fulfilling. The work that you do forms part of your identity. You need to focus on a goal instead of first falling into something. Thinking about your future makes sense today!

Student: Okay. Where do I start?

Mr. Kahn: You need to make a decision about whether you want to be a reactive person or a proactive person with respect to your life.

Student: I'm not sure I understand the difference between these two types of people.

Mr. Kahn: Let me explain. Reactive people believe in fate and that whatever is going to happen in life is just going to happen.

Student: I think I get it. Reactive people don't anticipate the future and so all they can do is react to whatever comes up.

Mr. Kahn: That's it. On the other hand, proactive people believe that they have some control over the outcomes in their lives.

Student: Okay. I know what you mean here. These people anticipate some things and with some planning and preparation can make the best out of most situations.

Mr. Kahn: Right. Proactive people look ahead and as a result are better able to deal with the future. This type of outlook can be extremely helpful in career planning. For example, do you realize that you have been or will be making decisions in high school that will affect your future occupational directions?

Student: I suppose that the courses I'm taking will influence my future.

JOURNAL

In your journal respond to the following ideas.

Write down your thoughts about what work means to you. Besides the obvious reward of money, what else can you gain from work? If you work part-time or full-time right now, why do you? If you are not currently working, why not? How did you get your job – through personal contacts, want ads, or other sources? What is your idea of a good job? Do you believe that you will get the job of your dreams? Why or why not?



In your journal you expressed your opinions about work. Now compare your responses with other young people across Canada.

1. Turn to page 86 in *Straight Ahead* and read the article "Employment." Then answer the questions for Sections 1 through 4 on page 93.

Compare your responses with those in the Appendix, Section 3: Activity 1.

Student: You know, I've never given a career much thought until now. I've never really

considered what the job of my dreams would be.

Mr. Kahn: It's important to know what your ideal would be. That way you know what you're

working toward.

Student: But an ideal is just that - an ideal. There's no way I'm going to be able to be what I

really want to be.

Mr. Kahn: What's that?

Student: I've always wanted to be an auto mechanic. I really enjoy fixing things, but. . .

Mr. Kahn: But what?

Student: It's my grades. I'm just not good enough to get into the school I want to.

Mr. Kahn: You shouldn't get down on yourself. The key is to have a goal to work toward. If you

know that you need to attain a certain average, you've got something to aim for.

Student: Do you really think I could?

Mr. Kahn: Sure I do. People who set goals for themselves and are persistent and determined to

overcome obstacles usually achieve those goals. There is no big secret to success. You just have to really want something and be willing to work hard. And you must

never give up.



Turn to page 84 in Overdrive and read "From Delinquent to Doctor." It is a true story about a woman, Mary Groda, who had learning and personal problems but still managed to achieve her dream of becoming a doctor.

JOURNAL

In your journal complete question 2 on page 91 in Overdrive.



Teacher: Before beginning your actual job search, you need to do some thinking about yourself:

- What are you good at?
- What are your personal needs?
- What are your interests?
- What are your skills?

Paul: What am I good at? Let's see. I'm good with my hands. I can work with little things

like putting together models.

Armin: Well, I'm good at typing. I'm up to 50 words a minute already. I'm also a good organizer. I can keep three kids busy and happy when I'm babysitting.

Maria: I'm good at coordinating clothes and colours. My friends always ask what I would suggest they wear with a particular sweater or skirt.

I enjoy working out, so I don't have any trouble doing heavy work. Actually, I like being Suzanne: physically active, especially outside.

Teacher: All right. What do the rest of you like to do?

I like working with people, helping them in any way I can. I feel good when they smile Raza:

and thank me.

Krista: Not me. I'm not that crazy about working with people all the time. Give me a machine

any day, like a computer, or a typewriter, or an adding machine.

John: I love little kids – babies, pre-schoolers, energetic ten-year-olds. We get along just

fine.

Teacher: But what about needs? What kind of job do you need?

Armin: I guess all I need is a job that will give me some spending money for gas and movies

and a few concerts.

Maria: I need a job that pays better than minimum wage. I'm trying to save for a car and if I

get one, I'll have to pay for my own insurance too. I also need Sundays off. My family

always does something together and I don't want to miss it.

Paul: I need to put some money away for my future education. If I want to go to SAIT, I'm

going to have to pay for at least half of my expenses. My family can't afford to educate

all three of us kids after high school unless each of us helps out as much as possible.

Teacher: It's important that you spend some time thinking about what you're good at, what your

interests are, and what your personal needs are as you begin your job search. Otherwise you might find yourself working at a job that isn't right for you. Remember, people are usually happier doing things that interest them. Now, you'll read an article

that will identify some of the "hottest" skills that will be needed in the future.

2. Turn to page 94 in *Straight Ahead* and read the article "Skills: The Hottest and Most Transferable Ones." Then answer questions 1 to 5 on page 100.







What Do You Know About You?

In the following pages you'll think about the skills, attitudes, and experience you have that would be of interest to an employer. By the end of this activity, you'll be able to complete a personal fact sheet that you can take with you during your job search. When you're filling out job application forms, you'll then have all of the information that you need at your fingertips – skills, courses, dates, names, addresses, phone numbers, and so on.

Skills and Attitudes

Think very carefully about all you have accomplished in your life, and the skills you have acquired.

Self-management skills are the positive attitudes or work habits that you've developed that would be seen as positive in any work situation. These personal qualities are partly determined by your attitude, personality, and approach to life. Your self-management skills are transferable, which means they can be used in different situations, with different employers, and even in different occupations. Complete the following inventory to help you determine your self-management skills.

Do these qualities apply to you?	YES	NO	NOT SURE
Can you be "counted on"? Do you keep your word? Are you reliable?			
Are you punctual?			
Do you try to do your best, no matter what task you have been assigned?			
Do you keep trying, even when you have failed?			
Are you willing and able to deal with change? Are you flexible?			
Do you show that you are enthusiastic about and interested in your work?			
Are you able to plan your work and make good use of your time?			
Are you willing to work hard or work long hours?			
Are you tactful? Can you deal with a difficult situation without offending or embarrassing others?			
Are you able to get along well with others?			
Would you be loyal to your employer?			
Would you be willing to dress according to the standards of the employer?			

3. How many of the self-management skills listed in the chart do you now have? Which ones would you like to develop in the near future? Which ones do you think that you would never need?



Other skills you may have learned have to do with particular courses or lessons you have taken either in or out of school, as well as machines, tools, or equipment you can use or operate. For example, you may have learned to type five words per minute, used an adding machine, learned how to save a life with CPR, taught crafts to small children, learned how to use a fork-lift, or how to drive a standard transmission vehicle.

To help identify your skills and responsibilities from previous jobs or volunteer positions, ask yourself the following questions.

- Was I responsible for money?
- Did I assist with inventory or the ordering of supplies and equipment?
- Did I operate or repair machinery?
- Did I help with record keeping?
- Did I deal with customer complaints?
- Did I supervise others?
- Was I in contact with people?
- 4. Record five skills or abilities that you have that would impress an employer.



Remember that the skills that you acquired in one job can also be used in other jobs. For example, dealing with customer complaints in a department store would help you deal with complaints in a video store as well. It's important, therefore, that you record these skills on your personal fact sheet so that they're available when you need them.

When you get to the part of the personal fact sheet in which you need to state your reason for leaving your previous job, be very careful about what you write. Consider the following statements.

- "I got fired."
- "I had an argument with the boss, so I quit."
- · "The boss and I didn't get along."

Comments like these might make an employer hesitate to hire you. Try to present your reasons for leaving a past employment in as positive a light as you truthfully can (remember that your prospective employer is likely to check out your story with your previous boss).

5. Think of three things you could truthfully say about your reason for leaving a previous job that would sound positive.

Compare your responses with those in the Appendix, Section 3: Activity 1.

References



Suzanne: What are references?

Teacher: References are people who have agreed to put in a

good word on your behalf about your attitudes, skill,

and abilities.

Suzanne: Oh, that's easy. My mom could do that.

Teacher: I wouldn't recommend you ask someone in your

family to be a reference.

Suzanne: Why not?

Teacher: Well, many employers would consider a friend or relative

to be biased. In other words, because these people are close to you, they might not provide an unbiased

recommendation.

Suzanne: Okay. Who should I ask?

Teacher: Let me see. Certainly you should ask former employers or

supervisors, or teachers or community leaders.

Suzanne: Sure. I could ask my coach or my minister.

Teacher: That's the idea.



The following are questions that employers often ask during reference checks. Use these questions to help you to decide who could provide an employer with accurate and positive comments about you and your skills, attitudes, and abilities. You may want to discuss these questions with your references as well.

Would you rehire this person? How long was this person employed with you? What were this person's duties? Did this person get along with others? Was this person reliable? Capable? Punctual? Why did this person leave your company? Guestions for personal references How long have you known this person? What could you say about this person's character? What are this person's strengths? What are this person's weaknesses? Do you feel that this person could fit into this position/organization?

Now complete the following Personal Fact Sheet. Once you've finished the module, you can take your personal fact sheet with you every time you apply for a job.

PERSONAL FACT SHEET

PERSONAL DAT	·A				
Surname	First 1	Name		ne	
Mailing Address		F		e	
	me			Number	Class
EDUCATION ANI	D TRAINING	D)ates		
School/Institution	Address	Start	Left	Program (e.g., general, academic)
					,
Work Experience P	rogram Involvement	At School			
Position	rogram Involvement Employer	Address	Da	ites	Supervising Teacher
-					
Non-School Course	es or Training (e.g., f	irst aid, drive	r training, hur	nter training, t	pabysitting)
Course	Certifica	tion Date	:	Skills Learned	
School Courses (e.	g., photography, me	chanics. draf	ting, hairdres	sing)	
Course	Length o			Skills Learned	

ACTIVITIES Volunteer (e.g., rodeo a	attendant, town clean-up, sch	ool social committee)
Type of Work	Dates	Skills Learned/Applied
Awards/Achievements	(e.g., academic, athletic, 4H	service)
Achievement	Dates	Skills Learned/Applied
Clubs/Sports/Hobbies	(e.g., student union, 4H, bas	ketball, sewing)
Activity	Dates	Skills Learned/Applied
Equipment Operation (e	e.g., adding machine, compu	ter, lawnmower, tractor)
Type of Machine	Length of Time	Skills Learned/Certification
	Duties (e.g., mowing lawns, I	pabysitting, farm work)
	Dates	
Skills Learned/Used		
Employer	Address	Phone
Position	Dates	
Skills Learned/Used		
Employer	Address	Phone

Formal Employme	ent (e.g., delive	ering papers, ca	shiering, waite	r/waitressing)	
Position		Dates			
Skills/Duties					
Employer		Address		Phone	
Supervisor				Phone	
Starting Wage				Reason for Leaving	
Position		Dates			
Skills/Duties					
Employer		Address		Phone	
Supervisor		Address		Phone	
Starting Wage		Leaving Wage		Reason for Leaving	
Position		Dates			
Skills/Duties					
Employer		Address		Phone	
Supervisor		Address		Phone	
Starting Wage		Leaving Wage		Reason for Leaving	
REFERENCES					
Name	Address		Telephone	Occupation	Years Known

Activity 2: Where to Look for a Job



WESTFILE INC.



The most common place to look for a job is in the "Help Wanted" section of a newspaper. It's also the least effective because only about 15% of job openings are listed in the classified ads. It's expensive for employers to advertise what they're looking for and it takes a lot of their time to look at all the application forms and interview candidates.

You might find a job advertised in a store window or on a public notice board, or you could decide to visit a Canada Employment Centre in your community, or apply to larger organizations like hospitals, department stores, or industries that have many employers and may offer you on-the-job training.

If you know the kind of work you'd like to do, you could look in the yellow pages of your telephone book. If that company isn't hiring at the moment, you probably won't get an interview, although you could fill out an application form and leave a résumé. You'll discuss résumé writing in Activity 4.

The most effective way to look for a job is to use *networking*. Networking is telling everyone you know that you're looking for a job, and asking them to keep their ears open. People already in the work force usually know when a job is going to become vacant because someone is moving, being promoted, having a baby, or simply changing jobs; those people can tell you about an opening. Employers prefer hiring people who have been referred to them by a trusted employee already working for the company.



"ANY JOB OPENINGS HERE ?" 1

Use the circle of contacts to start networking or making connections.



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² Information Development and Marketing Branch of Alberta Advanced Education and Career Development for the diagram from the *Job Seekers' Handbook*, © 1992. Reprinted with the permission of the Information Development and Marketing Branch of Alberta Advanced Education and Career Development.



Turn to page 244 in *Straight Ahead* and read the info-box. Here is a good review of some of the major ways to find a job.

Now you have a good idea about where to look for jobs. But as you've already seen, jobs are going to change in the future as technology changes. The next article that you're going to read discusses how employment patterns in the future may change.

Read the article "A Startling Look at Jobs of 1995" starting on page 101 in *Straight Ahead* and then answer questions 1 to 4 on page 103.



Compare your responses with those in the Appendix, Section 3: Activity 2.

Activity 3: The Application Form



OK. I've got my personal fact sheet. Now what?

That shouldn't be too hard with the help of my personal fact sheet.

Most employers will expect you to fill out an application form outlining your qualifications for a job.

That's true. Keep in mind that you will want to do a complete, accurate, and neat job of it, because sometimes this form is all the information the employer will have on which to make a decision about you.



I see what you mean. If I'm careless on this form, the employer might get the impression I'd be careless on the job.



Following are some tips to help you complete an impressive application form.

Tips for Completing Application Forms

- Take a copy of your résumé with you when you are applying for jobs. If you don't have a
 résumé, take a list of your former employers, the educational institutions you have attended,
 and your references. When you have to fill out an application form, you can copy names,
 addresses, telephone numbers, and start/finish dates instead of relying on your memory.
- Ask for two copies of the application form and, if possible, take them home. Then you can
 take as much time as you need to fill out the form neatly and correctly. Use the second copy
 if you need to redo the application to improve it.
- Bring your own good quality pens in case you can't take the forms home. Using erasable
 pens makes correcting errors much easier and neater.
- Read the instructions on application forms carefully. If a question does not apply to you, put
 a dash in the blank or write N/A for "not applicable." Don't use "lazy" responses like "see
 résumé."
- Be honest. It's almost impossible to repair the damage if you are caught in a lie. If your
 reponse to a question might be seen as a reason not to interview you, you can write "will
 explain in the interview" or counterbalance the negative aspects of your answer with more
 positive information. You can attach a sheet of paper if you need more room.
- Be specific about the type of job you are applying for. If necessary, ask the receptionist for the correct position title.
- List your most recent employer first and work back when you are completing the work
 experience section of the form. Include start and finish dates, names of companies, job titles
 and duties, and the positive contributions you made while you worked for that employer.
- Write something positive-sounding such as "left to pursue other opportunities" in a "Reason For Leaving Past Employment" section. If you say something negative about a former employer or something such as "personal reasons," recruiters may get the impression that you have a bad attitude or are not reliable.
- In the education and training area of the form, list the dates you attended, the names of schools, and the certificates or diplomas you earned. If you have taken training courses or have earned special awards that relate to the job you are applying for, list them as well.
- Fill in the "Additional Comments" section if there is one. It's the one place on the form where you can expand on the unique combination of skills and interests you would bring to the job.
- Don't put down an expected salary figure unless you are sure of the standard salary range for this type of job. State that you are "open to negotiation."
- If you can show samples of your work, bring a portfolio with you. However, don't attach copies of your marks, performance appraisals or letters of recommendation to your application form unless you are asked to do so. All of your important qualifications should be outlined on the application form don't expect employers to read through attachments to find them.

Look carefully at the sample Application Form that follows, so that you clearly understand what you are expected to include in each item.

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			APP	LICATI	ON FC	RN	/			
PLEASE PRINT										
POSITION APPLIED FOR (Use the appropriate position title. Complete a separate application for each position applied for unless otherwise instructed.)		COMPETITION NUMBER (If there is a competition number, it will be clearly visible in the advertisement.) PREFERRED LOCATION (Be specific.)				HOW DID YOU LEARN ABOUT THIS COMPETITION? (Give the specific location, person, or newspaper.)				
								SURNA NAME (last nam		FIRST
MAILING ADDRESS (Include the postal code.)							ME ADD		e home address.)
	lish two n	DENCE sumbers you can poing the messa		cord the nun	SS/MES:				ou over the a	age of 16? No vyour age. Check
LANDED IMMIGRAN Yes No (You can only work legally	ANDED IMMIGRANT Yes No Can you be inst. Have a criminal			s □No l			SOCIAL INSURANCE NUMBER plete or note that you have applied for one.)			
IF SUCCESSFUL, Da (Provide the specific date convenience" is also acc	; or if yo					your	(Use		ALARY e" or, better ye mine a realistic	
EDUCATION		INSTITUTIO	N	STAF MONTH	RTED YEAR	МО	LEI	-T YEAR		ST GRADE, ATE/DIPLOMA
SECONDARY		nformation from al fact sheet.)	n your							
POSTSECONDARY (Educational courses or degrees after high		-								
school.)										
OTHER	(i.e., no	n-school course	es.)							

EMPLOYER OR ORGANIZATION: (Most recent first.) ADDRESS: TELEPHONE: DATE OF EMPLOYMENT OR SERVICE: SUPERVISOR: REASON FOR LEAVING: (State in a positive manner.) POSITION AND DUTIES: (Use a copy of the job description or detail specific activities. Use action words. Begin with the most recent position. Highlight experience related to the job you are applying for.) EMPLOYER OR ORGANIZATION: ADDRESS: TELEPHONE: DATE OF EMPLOYMENT OR SERVICE: TO POSITION AND DUTIES: Or detail specific activities. Use action words. Begin with the most recent position. Highlight experience related to the job you are applying for.)
ADDRESS: TELEPHONE:
SUPERVISOR: YR MO YR MO REASON FOR LEAVING:
REFERENCES
NAME ADDRESS TELEPHONE OCCUPATION YEARS KNOWN 1. (Check with your references prior to using their names.) 2. 3. GENERAL INFORMATION (HOBBIES, ACTIVITIES, VOLUNTEER WORK) (Use action words to describe additional skills, experiences, or extracurricular activities related to the position. "Hanging out with friends" or "listening to music" are comments that don't make you sound very energetic or motivated.)
DECLARATION: I hereby declare that to the best of my knowledge, the information on this application form is complete and accurate in every respect. I understand that a false statement will disqualify me from employment or cause my subsequent discharge if I am employed. (Written, not printed.)
DATE: SIGNATURE:



Fill in the information that is required in the following sample application form. The information should be neat, accurate, and complete. You should consult your personal fact sheet. Once you're done, study the checklist in the info-box on page 248 in *Straight Ahead*.

APPLICATION FORM

PLEASE PRINT							
POSITION APPLIED FOR		COMPETI	ER	HOW DID YOU LEARN ABOUT THIS COMPETITION?			
		PREFERR	ON				
SURNAME FIRST NAME		MIDDLE PERMANENT TEMPORARY		☐ PART-TIME			
MAILING ADDRESS			PERMANI	ENT HOM	E ADDRE	SS	
TELEPHONE	RESIDENCE	BUSINI	ESS/MESSA	AGES	Are yo	u over the a	
CANADIAN CITIZEN OR LANDED IMMIGRANT		ARE YOU BONDABLE?			SOCIAL INSURANCE NUMBER		
☐ Yes ☐ No	ye	s No					
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EMPLOYMEN ⁷	NT HISTORY/RELATED VOLUNTEER EXPERIENCE		
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EMPLOYER OR C ADDRESS: TELEPHONE: DATE OF EMPLO SUPERVISOR: REASON FOR LE	OYMENT OR SERVICE: YR MO YR	DUTIES: MO	
REFERENCES	S		
1	FORMATION (HOBBIES, ACTIVITIES, VOLUNTEER W	OCCUPATION ORK)	YEARS KNOWN
DECLARATION:	I hereby declare that to the best of my knowledge, the information accurate in every respect. I understand that a false statement will my subsequent discharge if I am employed.		
DATE:	SIGNATURE:		

Activity 4: The Résumé

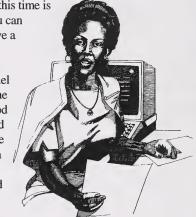
Résumé: summary of one's career and qualifications, skills, and achievements



A **résumé** is a point-form summary of your career and qualifications which is presented to and kept by the employer. It must be short, easy to read, and organized in such a way as to draw immediate attention to your significant skills and achievements.

Preparing your first résumé will take quite a bit of time, but this time is well spent. As you gain more education and experience, you can simply add it to your résumé. Thus, at all times you will have a completely up-to-date history on hand.

Your résumé is an important tool in any job search. Personnel managers often receive large numbers of applications, and the résumé attached may make a major difference as to how good your chances are for being granted an interview. Be neat and make sure there are no errors in spelling or punctuation. One way of reducing errors is by planning carefully and writing a rough draft. There are no hard and fast rules for writing a résumé. Following are the common categories that you need to include.

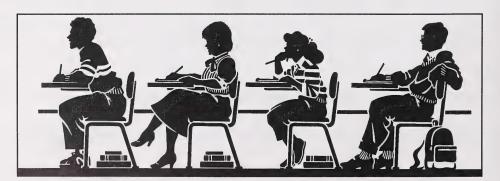


Personal Information

Personal information is placed at the top of the page. This includes your full name, present address, permanent address, and a telephone number where you can be reached during the day. If you are unavailable during the day, include a name and phone number where messages can be left.

Educational History

This section should include the names of the schools you attended. Begin by listing the school you are presently attending, or the one you have most recently attended. Mention the type of program you were enrolled in and any honors, achievements, scholarships, or awards you have received. If you have taken any employment-oriented evening courses or special training sessions, these should also be included.

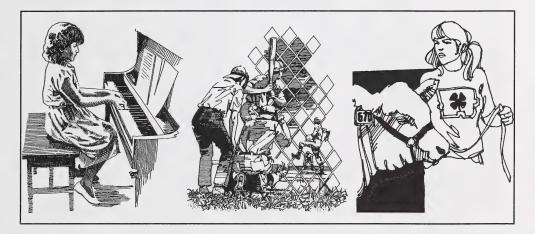


Work Experience or Employment Record

This very important part of the résumé should include dates, company names, and addresses of where you have worked. Begin by listing the most recent job you had. You need to also include a brief job description explaining the tasks or skills involved in the position. If you had been given a promotion or recognition, be sure to include such information. Relevant volunteer activities should also be highlighted in this category.

Extracurricular Activities and Interests

Although some of these activities may not be job-oriented, they are worth mentioning because they provide insight about your character and personality. It can show that you have a sense of responsibility, a talent for leadership, or other desirable traits.



References

References are names of people that you are including who will be able to recommend you. It is important that you consult the people you choose before you use their names. It is not compulsory that you list these references in the résumé; you can simply state that references will be available upon request.

When choosing references, try to get a variety of people. Often previous employers are willing to act as references. Others to consider are: neighbours, teachers, coaches, volunteer leaders, or a priest or minister. Avoid using the names of relatives because they are often considered biased.



Following are some tips for preparing résumés.

Tips for Preparing Résumés

- Keep it simple and clear one page, two pages at most.
- Emphasize your accomplishments and achievements. Wherever possible, describe how your work benefited your former employers.
- Avoid the pronoun "I" and inexpressive words such as "I was responsible for. . ." or "My duties involved. . ." Use "action" words to describe your work (arranged, assisted, built, checked, communicated, completed, cooked, created, designed, directed, managed, operated, ordered, planned, served, supervised, trained, etc.).
- Be honest. Don't exaggerate or misrepresent yourself most employers check information. On the the other hand, don't sell yourself short by understating your abilities.
- Type your résumé on good quality, white or off-white, standard business-size bond. Add to the clean, professional look of your résumé by using wide margins and listing things in point form to create lots of "white space" on the page. Use boldface type and/or underlining to highlight information.
- Make sure there are no errors in spelling, grammar, or typing.
- List a telephone number where you can be reached during the day. Or, list two telephone numbers, one where messages can be left during the day and an evening number.
- Don't sign or date your résumé, put the title "Résumé" at the top.
- Revise, revise, revise. Then revise some more until your skills are represented as concisely
 and dynamically as possible. Use a minimum number of words, but avoid using
 abbreviations.
- Before your prepare the final copy, ask as many people as possible to give you feedback on your most recent draft. You need to find out if your résumé gives a clear and appealing picture of your best qualifications.
- It's acceptable to send a photocopy of your résumé if the quality looks close to an original.
 When you are applying by mail, always send an original covering letter with your résumé and keep a copy of the letter.
- Remember to keep a copy of your résumé for future reference. When you have a job, update your résumé regularly so you won't forget about some of your accomplishments.

Now study the following example of a résumé.

You will learn about covering letters later in this activity.

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BRENDON JONES

27 4714-50 STREET

MEDICINE HAT, ALBERTA T1B 2C3

TELEPHONE: 555-4321

CAPABILITIES:

Able to follow instructions, learn quickly, and work with others to get

a job done.

EDUCATION:

Western High School, Medicine Hat, Alberta 1992 - Present (completed grade 11 in June).

WORK EXPERIENCE:

Summers 1992-93

Junior Forest Ranger

 Cleared bush, planted trees, cut firewood, built walk bridges, developed campsites.

Supervised 10 workers during second summer.

Winters

Stock clerk and food packer, Bateman's IGA Ltd., main store,

(Part-time)

Medicine Hat

1992-94

• Unpacked dry goods and fresh produce, packed grocery bags,

cleaned up food spills.Had a reputation for being helpful and positive.

1990-92

Newspaper carrier, The Medicine Hat News

Delivered papers, collected accounts, kept records.

Considered dependable and reliable.
Increased number of subscribers by 15%.

INTERESTS AND ACTIVITIES: Present: • Skiing,

• Skiing, soccer, backpacking, canoeing, swimming, and coaching of

Bantam Community Hockey League.

Past:

• Member of Junior Forest Wardens of Alberta (2 years), Cub Scout

leader (3 years), played community hockey (3 years).

RECOGNITIONS AND AWARDS:

Red Cross Lifesaving II Award

• Most Sportsman-like Player 1991 - Community Hockey League

REFERENCES:

Mr. Leonard Samuels, Forest Technician

Alberta Forest Service, Fort McMurray, Alberta Telephone: 555-553

Ms. Ariana Jaspers, Work Experience Coordinator

Western High School, Medicine Hat

Telephone: 555-9876

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Remember that your résumé is an important device to get someone to take a second look at you. Always be truthful. Don't exaggerate or misrepresent yourself, and be sure to have someone read your résumé before you begin the final copy. When you have finished your final copy, keep a copy on file for future reference.

- What five main categories should you cover in a résumé?
- What three groups of people might be considered as potential references?

Compare your responses with those in the Appendix, Section 3: Activity 4.

A covering letter is a type of formal (business) letter. You formal letters in Module 2.

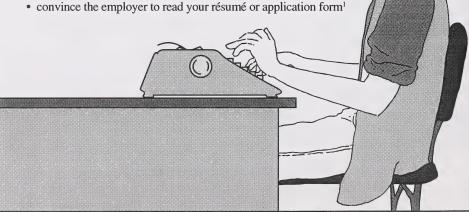
The Covering Letter

If you are submitting a résumé, you will need to write a covering letter to accompany the résumé. A covering letter expresses your interest in a particular job.

A covering letter is a business-like way to introduce your résumé or application form when you are applying for a job by mail. If you have never met the employer, your covering letter will create that all-important first impression of your qualifications.

To be most effective, your letter must

- · get the employer's attention and keep it
- appeal to the employer's interests and needs
- highlight your skills and accomplishments
- provide information that is relevant to the particular job you are applying for
- convince the employer to read your résumé or application form¹



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Here are some tips for writing covering letters.

Tips for Writing Covering Letters

- Use a short, typewritten, standard business-style letter. Make it brief and to the point, one page maximum.
- Link yourself to the employer by naming your referral if possible. (Joe Davis, your Manager of Customer Service, suggested I write you.) Show your awareness of the types of things the company is doing and wants to achieve.
- Use simple and direct language. Let your letter reflect your personality, but avoid appearing
 too pushy, overbearing, familiar, or humorous. It's probably the first sample of your work
 the prospective employer will see and, from it, form an opinion about your attitudes and
 abilities.
- Letters must be original and personally slanted to show how your skills relate to that particular employer's needs. Photocopies are unacceptable.
- Stress how the employer will benefit from hiring you, yet give the idea you'll learn a great deal by becoming a part of the company. It's important to anticipate the reader's questions and to give the answers. Don't make it hard to see where you would fit in. Make the vital connection between you and the job you're applying for.
- In closing, mention you're available immediately to discuss opportunities, and meet at the employer's convenience.
- Check the letter carefully for any spelling punctuation, grammar, or typing errors. Then
 check again.

Two examples of covering letters follow. In the first example, Sabine Lacroix has actually done work closely related to the job she's applying for. In the second letter, James Smith has no experience as a flight attendant, but describes a number of transferable skills that he has acquired in other jobs.

In both letters

- the first paragraph indicates why they are writing
- the paragraphs in the middle present their skills and/or experience
- the last paragraph discusses what action they wish the employer to take

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Sample 1

2619-55 Avenue Anytown, Alberta TOG 2P0 March 3, 1994

Ms. Patricia Wohl, Manager Sunshine Bakery 108 Hurtig Street Anytown, Alberta TOH 6P3

Dear Ms. Wohl:

Please consider my application for the position of baker's helper as advertised in the *Anytown Weekly Record*.

My experience includes working part-time as a cook's helper at Uncle Roy's Diner and as a short-order cook at the Burger Hut. I have completed Grade 11 and have taken a food preparation course at school. Baking muffins and cakes are things I enjoy very much, and I have completed a cake-decorating course at Margot's Hobbies and Crafts. I have decorated many birthday and anniversary cakes for friends and members of my family.

I am enclosing my résumé and would very much like to talk to you in person. Please phone me at your convenience to arrange an interview. My telephone number is 555-4321.

I look forward to hearing from you.

Yours truly,

Sabine Lacroix

Sabine Lacroix

Sample 2

7590-103 Avenue Edmonton, Alberta T6B 2G8 June 25, 1994

Human Resources Department Time Air Incorporated P.O. Box 423 Lethbridge, Alberta T1J 3Z1

Dear Sir:

This is a reply to your advertisement in the Saturday, June 23 edition of the *Edmonton Journal*, regarding your need for flight attendants. Although I have no experience as a flight attendant, I have many skills that a company such as yours could appreciate.

It is my belief that I am a hard and efficient worker, capable of understanding and following directions accurately. I have good communication skills, as well as an excellent vocabulary and command of English. Punctuality and tidiness are extremely important to me. I consider myself to be intelligent, well organized, polite, and courteous.

My extensive experience dealing with the public includes working both as a cashier at Bateman's IGA and as a video consultant at Video Showplace. I love to travel and have done an extensive amount of traveling both inside and outside the country, by car and air. At present I intend to take a standard first aid course, which would include CPR. Though I am not bilingual, I am polishing up on my French at the present time.

I hope you will seriously consider my skills and personal attributes. A more detailed account of my education and employment history may be found in the attached résumé. I would appreciate speaking to you in person about what you would expect of an employee. Thank you for your consideration.

Sincerely yours,

Tames Smith

James Smith

Activity 5: The Interview



Now that you've decided what kind of work you'd like to do, filled in an application form and completed a résumé to leave with the employer, it's time to get ready for the interview. This is the face-to-face meeting with an employer, and it's essential that you make a good impression.





Student: What will the interview be like?

Mr. Kahn: It's made up of three phases: the introduction, the information exchange, and the

closing. All three parts are equally important.

Student: The introduction. Let's see, I'd want to make a good first impression so I'd smile and look friendly and enthusiastic. I'd use the interviewer's name and I'd shake hands

firmly and maintain eye contact.

Mr. Kahn: Good. You know what they say, you never get a second chance to make a first impression. Employers make judgements about applicants in the first few minutes of the interview so all those things would be really important. Do you remember what you

learned in Module 2 of this course about nonverbal communication?

Student: Sure. Most of a person's message is expressed nonverbally.

Mr. Kahn: Right. Keep that in mind. Body language can say a great deal about how eager you are to work. So don't slouch. Sit up straight. You can also lean forward in your chair because that sends the message that you're interested. Try to appear calm and confident. Control nervous behaviours such as tapping your feet, fidgeting in your chair, and playing with buttons, pencils, paperclips, and so on.

Student: What about the next part – the information exchange? Answering questions about myself is going to be really stressful.

Mr. Kahn: It might be, but if you're really ready, you'll do very well. Have you thought about what questions you might be asked and how you'll answer them?

Student: On no! You mean that I have to do more work to prepare for the interview?

Mr. Kahn: You bet! Think about these following typical interviewer questions and how you'll answer them. Reviewing your Personal Fact Sheet, especially the part about your skills, would also be time well spent.

· Tell me about yourself.

Here the employer wants to know about you as a person. Be brief but tell him or her a little about your family life, as well as your interests, hobbies, dreams, and future goals.

• Have you ever done this kind of work before?

If you have, tell when and where. If you haven't, make sure you mention things you learned at other jobs, whether those jobs were babysitting, odd jobs around the community, volunteer work, or paid employment. This is your chance to discuss your transferable skills.

· Why do you want to work here?

Discuss the company's good reputation, and what you can do for your employer, not what he or she can do for you. Don't answer the question by saying, "My friend works here." or "It's close to home." or "The pay is good."

Why should we hire you instead of someone else?

This is your opportunity to blow your own horn, so don't be shy. Before answering though, think of what kind of person that employer, or any employer, would be looking for. If you're that kind of person – say so. For example, "I'm hard-working, I'm dependable and punctual, and I get along well with others. I'm also enthusiastic, responsible, and organized." What employer could resist hiring an employee like you?

· What are some of your weaknesses?

Instead of condemning yourself by listing them, state them in such a way that they sound more positive than negative, or say that they are things you're working on. "I used to have trouble getting up in the morning, but I bought a very loud alarm clock that I put way across the room. Now that I have to get up to turn off the alarm, I'm never late in the mornings anymore."

What do you know about our company?

Make sure you've done some research. Find out what the company makes or does, how big it is, how many branches it has, what the job you're applying for involves and what the possibilities of advancement are.

Phoning ahead and asking a secretary or receptionist the answers to these questions will ensure that you're prepared for the interview.

• Finally, why did you leave your last job?

Never criticize a company or a previous employer or suggest that you had trouble with him or her. To answer the question you might simply say that you weren't really suited to that job, but that you're sure you could be happy somewhere else.

Student: Thanks for all the advice and hints. Could you just explain what the closing of the interview is all about?

Mr. Kahn: The interviewer will probably tell you how and when he or she will make the decision. This is your chance to restate your interest in the job and show your enthusiasm.

Student: That's exactly what I'll do. Then I'll shake hands and say thank you for taking the time to see me.

Mr. Kahn: Good. I think you're ready for an interview now.

Student: No! Wait! One more thing! What should I wear?

Mr. Kahn: Just try to follow these guidelines. Be neat and clean and conservative-looking. That means no far-out clothes, dangly jewellery, leather jacket with studs, or jeans. Wear clothes like a well-dressed person on the job would wear.

Student: Okay. Thanks again for all the advice. I guess I'm as ready as I'll ever be. I'm sure glad I did my "interview homework."

The following is an example of a bad job interview. The applicant didn't do his homework; he didn't think about himself, the company, or the questions he might be asked.



Poor Interview Script

Employer: (Goes to the door and greets applicant.) "Good afternoon. I'm Ms./Mr. _____."

(Extends hand for a handshake.)

Applicant: (Ignores handshake, rushes in and sits down.) "Hi. I'm here about the salesclerk

position. Sorry I'm late. I couldn't find this place."

Employer: "Could you tell me what your plans for the future are?"

Applicant: "I haven't really thought about that. I guess I'd like to take a holiday and then get a job

when I get out of high school."

Employer: "Why do you want to work here?"

Applicant: "Uh, I guess I need to start saving some money and getting some experience, you

know."

Employer: "What do you know about our company?"

Applicant: "Well, you sell a lot of paint and seem to be pretty busy most of the time."

Employer: "What experience do you have that relates to this position?"

Applicant: "None, really. I've never worked in a paint store. But, you know, I've painted and stuff

like that."

Employer: "What do you do in your spare time?"

Applicant: "I drive around with my friends a lot. I just got my licence!" (Starts rambling.) "I really

like watching videos and going to concerts. In fact, I just went to see . . . "

Employer: (Becoming impatient, interrupts the applicant.) "Fine. Why did your previous job only

last a few weeks?"

Applicant: "My boss kept asking me to stay late and help clean up when I'd already made plans. I

told her she couldn't expect that of me and we kind of got in a fight. So, you know . . ."

Employer: "If you are offered this job, your main duties will include serving the public, selling paint,

and offering advice. Would you be willing to occasionally help in the back with stock?"

Applicant: "Yeah, if I don't get dirty. I'm going to be wearing good clothes and don't want to mess

them up."

Employer: "Do you have a list of references I can contact?"

Applicant: (Searches in pockets and produces a folded piece of paper.) "Here it is. All the names

are there."

Employer: "I have no further guestions. Do you have anything you would like to ask?"

Applicant: "Yeah, how much will I get paid?"

Employer: "We will discuss that if I offer you the job."

Applicant: "Oh. Well, thanks anyway. See you later." (Gets up and leaves without shaking the

employer's hand.)

1. What mistakes did the applicant make before and during the interview? List seven.

Now have a look at a good interview. This applicant obviously planned very carefully for the interview.

	Good Interview Script
Employer:	(Goes to the door and greets applicant.) "Good afternoon. I'm Ms./Mr" (Extends hand for a handshake.) "Please have a seat."
Applicant:	(Shakes employer's hand firmly and sits down.) "Good afternoon Ms./Mr I'm, and am interested in the sales position you had advertised in the paper."
Employer:	"So what are your plans for the future?"
Applicant:	"I would like to become a painter or decorator when I've finished high school. I've even considered starting my own business that offers this type of service."
Employer:	"Why do you want to work here?"
Applicant:	"Working in a paint and wallpaper store could provide me with valuable experience and help me learn more about my career goal."
Employer:	"What do you know about our company?"
Applicant:	"I understand that your company manufactures paint and wallpaper and this store is one of several retail outlets in Canada."
Employer:	"Yes it is. What experience do you have that would help you with this position?"
Applicant:	"Last summer a friend and I operated our own business. We painted fences, houses, and garages. Occasionally, we were asked to help people redecorate which got me interested in my career plans. This experience has helped me understand painting skills, colour schemes, and how to work with the public."
Employer:	"What do you do in your spare time?"

Applicant: "I'm treasurer for the student's council, which has improved my bookkeeping skills. Also, both of my parents work, so I am responsible for a lot of household duties. I do some photography for fun as well."

Employer: "Why did your previous job last only a few weeks?"

Applicant: "The time commitment required for the job was causing my school work to suffer. I talked it over with my employer and because he couldn't decrease the hours, we decided that it would be in both our best interests if I resigned."

Employer: "If you are offered this position, your main duties will include serving the public, selling paint, and offering advice. Would you be willing to occasionally help in the back with stock and inventory?"

Applicant: "Yes, I would enjoy the variety and the chance to learn new skills."

Employer: "Do you have a list of references I can contact?"

Applicant: "Yes, here is my list. I've checked with my references and they are quite willing to

provide you with any information you need."

Employer: "I don't have any other questions. Do you have anything you would like to ask?"

Applicant: "When will you be deciding on the position and how will you be contacting the

applicants?"

Employer: "The decision should be made early next week. We will notify the successful candidate

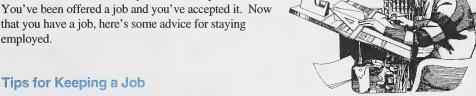
by telephone and all other candidates by mail."

Applicant: "I see. Thank you for your time." (Shakes employer's hand, smiles, and leaves.)

2. Why does the applicant in the second job interview that you read have a much better chance of getting the job than the applicant in the first interview?

Compare your responses with those in the Appendix, Section 3: Activity 5.

All right. You spent a great deal of time looking for a job. You did some research on several companies. You submitted an application or a résumé and a covering letter. You went to one or more interviews and your work has paid off. You've been offered a job and you've accepted it. Now that you have a job, here's some advice for staying



Be punctual and be present.

Arrive at work on time, don't take more time for lunch than you're allowed, and don't go home early at the end of the day. Your employer, your co-workers, and customers and clients are all relying on you to be at work during work hours. To miss many work days is a sign that you may not be taking your job seriously enough. If you must be away because of illness or an emergency, always phone your employer first thing in the morning so that there is time to adjust the work schedule and deal with problems caused by your absence.

Do the job that you are expected to do.

Time is money. While at work, you must not waste your employer's time. If you must make personal phone calls, do them during your breaks or at lunch.

Dress correctly.

Wear clothes that are appropriate to the particular work setting that you're in. Some companies have strict dress codes, some expect you to wear a uniform, and others give you a certain amount of freedom in the way that you dress. If you're not sure how you should dress for work, observe what your co-workers are wearing or ask your employer.

Accept responsibility for the work you do.

You can expect to perform a variety of tasks at work. Make sure you know at all times what your employer wants from you. If you're not sure what you're expected to do or if you don't understand the employer's or supervisor's instructions, it's up to you to ask for clarification. Good communication skills are vital in doing a job well and in keeping a job.

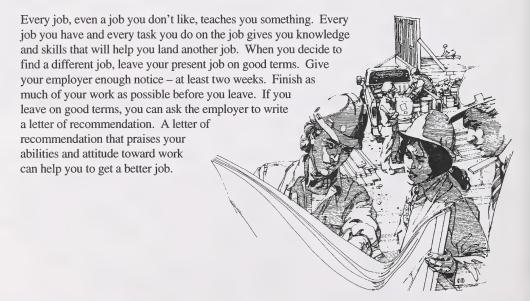
Be enthusiastic.

Show your employer and your employer's customers that you're interested in your work. Look for ways of improving the work that you're doing.

Learn to take criticism.

Nobody is perfect. Occasionally your employer and co-workers will let you know that you could do a job better or work faster. Instead of getting upset, look at it as a learning experience; people who have done the job longer than you have will share their expertise with you so that you can improve your performance. Employees who take pride in their work are always looking for ways to improve their performance and will happily accept advice from other knowledgeable people.

Make the most of any job.



Follow-up Activities

If you found the activities difficult, you should complete the Extra Help. If you understand the concepts clearly, you should complete the Enrichment.

Extra Help

You may think that a job interview is just a way for an employer to decide whether or not to hire you. If this is your attitude, then you probably also feel very nervous about going to a job interview. But this is really the wrong attitude to have. You should be looking at a job interview as a way for you and the employer to get to know more about each other. The employer learns what kind of an employee you'd make, and you find out more about the company and the position that you've applied for. The employer decides whether or not to offer you the position; but after learning more about the employer, the job, company policy, wages, benefits, and so on, you decide whether you want the job. Many people who have been offered a job following an interview actually turn it down because they have learned through the interview that the job is not right for them.

Remember there are three stages to the interview process: the introduction, the information exchange, and the closing.

The Introduction

Most interviewers "size up" an applicant in the first three minutes of the interview. The rest of the interview serves primarily to confirm a positive or negative impression. If the first impression is negative, you have an uphill battle to turn that impression around. Therefore, pay particular attention to how you will appear to the interviewer when you first arrive.¹

Tips for Creating a Good First Impression

- Arrive about 10 minutes early, and briefly let the receptionist know that you have arrived.
- Try to smile and appear confident. If you have to wait a few minutes, use the time to calm yourself and observe the office dynamics.
- Don't smoke, chew gum, or drink coffee, and try not to fidget.
- Be pleasant, honest, and sincere with everyone in the office. The employer may ask other staff members for their opinions.
- When you first meet the interviewer(s), introduce yourself, shake hands firmly, and make eye contact.
- Remain standing until you are offered a chair, then sit up straight.
- Follow the interviewer's lead. You can spend a few moments making small talk about the weather, traffic, or some interesting object in the room; but be prepared to move quickly into the main part of the interview when the interviewer is ready to do so.

2

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² Ibid.

The Information Exchange

The second stage of the interview, exchanging information, focuses on your background and general qualifications. Interviewers are seeking information to assess how well your skills, knowledge, and experience meet the requirements for the position. In providing this information, you can take more initiative in responding to the interviewer's questions. Plus, you are seeking more information about the employer to determine whether or not you want to work for that company. So, be sure to ask questions too.¹

Tips for Exchanging Information

- When you get to the main part of the interview, take every opportunity to expand on your skills, knowledge, and achievements. Emphasize what you can contribute to the organization. Avoid mentioning your needs until after a job offer is made.
- Point out connections between your capabilities and the employer's needs that you might
 consider obvious. For example, your related experience should shorten the length of time the
 employer has to spend training you.
- Avoid "yes" and "no" answers. Answer the employer's underlying concern as well as the stated question.
- Follow the interviewer's lead. If the interview seems quite "structured" (each applicant is asked the same questions in the same order regardless of their answers), it's generally best to save **your** questions until the end.

If the interviewer asks more "open" types of questions (for example, "Why are you interested in this position?") and bases the next question on your answer, you will have more opportunities to ask questions and to lead the conversation to a discussion of your strongest qualifications.

- Show your interest in the job through your body language (posture, facial expressions and movements) and by asking informed questions. Listen carefully to the answers.
- If you don't understand a question, respond with something like "I'm sorry, I'm not sure what you mean." If you don't know the answer, say so.
- Take the time you need to think about your answers to difficult questions. Don't think out loud.
- If you get the impression that the interview is not going well, don't let your feelings show. You have nothing to lose and everything to gain by continuing to appear confident.

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The Closing

The final stage of the interview, closing the interview, consists of the closing comments which "tie the interview together." Information is provided concerning the process for selecting the successful candidate. Your impressions about the particular position upon which the interview focused can be summarized at this point as well.¹

Tips for Closing the Interview

- Near the end of the interview, your interviewer should tell you about the process used for selecting the successful candidate, and how long it will probably take. Summarize your skills, state that you are very interested in the position (if you still are), and ask any remaining questions you have about the position.
- If you are comfortable doing so, ask if it would be acceptable for you to call the interviewer and, if so, when you should call. You can explain that you are very busy and would hate to miss the interviewer's call.
- Thank the interviewer(s) for the time and consideration, shake hands, and leave promptly in a positive manner.

Always be aware of how the employer is reacting to you during the interview and if need be, adjust your style.

Anticipation. A key word to success. People who think about what might happen, and then work out solutions to possibilities, often become successful. It's thinking ahead that gets you ahead. So when it comes to your interview – before you go – run through all the situations and questions you imagine might pop up. Then practise answering them. That way, by the time you shake hands with your interviewer, you're in control.³

The interview process gives you the opportunity to convince your employer that you're the person for the job. Don't be discouraged if other applicants have more training than you do. Don't throw in the towel. Employers are looking for employees who can work well with people, communicate ideas, and do what is required.

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1. Here is a partial list of qualities that employers look for in potential employees. Try to locate them in the word search that follows.

maturity enthusiasm initiative motivation optimism punctuality honesty loyalty



Résumés usually contain the following information; use this as a guide for putting together résumés that will work for you.

Personal Data – At the top of the page, state your full name, address, and a telephone number where you can be reached or where messages can be left during the day. No more personal information is needed. The less said the better.

In Alberta, The Individual's Rights Protection Act prohibits employers from asking applicants for the following information:

- marital status
- sex
- health/physical defects
- photograph
- date or place of birth

- weight
- · religion/religious affiliations
- citizenship other than Canadian
- military service outside of Canada
- previous addresses outside of Canada

Job Objective – OPTIONAL – Some employers feel your goal is obvious. Others feel your omission of it indicates you don't know what you want. It may be included in the covering letter instead.

• State what you want to do. Include the job function desired, and company-type and industry preferred. You can state which skills/capabilities you would like to use.

Skills/Capabilities - OPTIONAL - depending on résumé format.

- · Highlight what you know, what you can do, and how well you do things.
- Choose only those capabilities important to the job you're applying for.

Work Experience/Employment Highlights – Also includes part-time work and relevant volunteer activities.

- Provide company names and addresses organized from most to least recent employers 10 years maximum.
- Focus on relevant accomplishments and achievements rather than duties. Give concrete examples. Highlight the positive results of your experiences.
- Indicate scope of responsibility.
- Give proof of strengths. Include positive comments made by supervisors, and particularly note promotions or successful recognitions.

Education/Training – includes high school, college or university, adult education, trade school, and armed forces training. Evening courses, workshops or seminars, and special training sessions should also be listed if job-related. These show you've "kept in touch" and are interested and enthusiastic.

- Name institutions attended, type of program, degree or certificate achieved, and special recognitions and awards from most to least recent.
- Note at least the year of completion.
- Take out high school education if you've had more schooling unless it specifically applies to the job you're interested in.

Interests/Activities/Personal – OPTIONAL – Provides clues to your character, adds a personal touch, and can create an impression of a well-rounded individual.

- · Highlight interests and activities. Keep it short.
- Indicate memberships in professional clubs or organizations if job-related.
- Note recognitions and awards.
- Put in comments about yourself that ends the résumé on a positive note.

References – OPTIONAL – Use only if helpful as a referral or if specifically requested to include. Otherwise state they are available upon request.¹

Work Experience section can be interchanged with the Education/ Training Section depending on which one has greater importance.

The order of the

You can change the name of this section to reflect the additional information you want to include.

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2. How could the following résumé be improved?

GLORIA BROWN BIRTHDATE: DECEMBER 12, 1978

1234-56 STREET SEX: FEMALE
ANYTOWN, ALBERTA HEIGHT: 168 cm
PHONE: 567-1234 WEIGHT: 55 km

EMPLOYMENT HIGHLIGHTS:

1093-1994 Worked at Floyd's Chicken and Burger Havem

1993 Volunteerde at the Food Bank

1992 Newspaper carrier

1989-91 Babysitting

REFERENCES: Available upon request

INTERESTS AND ACTIVITIES:

Present: watching TV, renting videos, video games, concerts, skiing

Past: piano

EDUCATION: Anytown Community High School, Alberta

1991 to Present (Completed grade 11 in June. 87% average in

Accounting 20.)

SKILLS AND CAPABILITIES: Have Class 5 Driver's License and can type 75 words a minute

Gloria Brown

Compare your responses with those in the Appendix, Section 3: Extra Help.

Enrichment

In this section you have learned many things about seeking employment. You considered a number of aspects about yourself, learned where and how to look for a job, and what to do once you found one that interested you.

You may, however, never have been to an actual job interview. Even if you have been interviewed for a job before, it's always valuable to practise how you would respond to questions that an employer might ask.

 What follows is a simulated interview that allows you to play the part of an interviewee. Fill in the blanks and complete your part of the dialogue. Write what you would say and do during the interview.

You: ____

You:

	but have arrived on time at the office of Mr. Stanley Atwood, who is the manager of the mpany to which you applied. As the scene opens, you have just entered Mr. Atwood's office.
a.	Mr. Atwood: Good afternoon <u>(your name)</u> . How are you today?
	You: (What do you say and what do you do?)
b.	Mr. Atwood: Please sit down.
	You: (Describe how you would sit and what you would say.)
c.	Mr. Atwood: Before we talk about the job (your name), tell me something about yourself.
	You:
d.	Mr. Atwood: Why do you want to work for our company?
	You:
e.	Mr. Atwood: What skills do you have that you could use at this job?
	You:
f.	Mr. Atwood: Have you ever done this type of work before?
	You:
g.	Mr. Atwood: What do you think you would enjoy most about this job?
	You:
h.	Mr. Atwood: What aspects about it do you think you might find less desirable?
	You:
i.	Mr. Atwood: Now, <u>(your name)</u> , you probably realize that a number of people have applied for this same position. Tell me why I should hire you instead of one of the others.
	You:
j.	Mr. Atwood: Those are all the questions I have for you. Perhaps you have some things you'd like to ask me about the job.

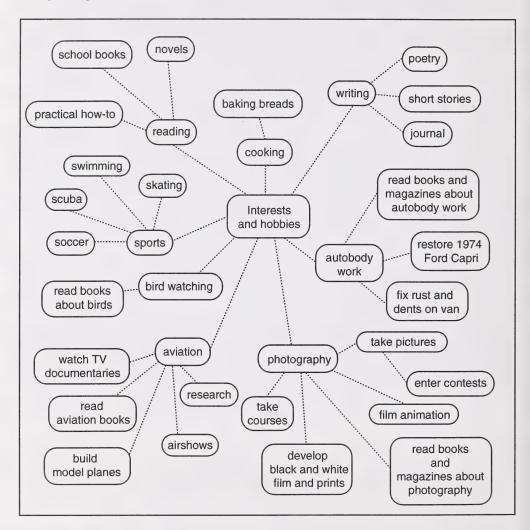
Refer to the Appendix, Section 3: Enrichment for helpful comments.

 $k. \quad Mr. \ Atwood: \ Thank \ you \ for \ coming \ in, \underline{\quad (your \ name) \quad}. \ My \ secretary \ will \ be \ calling \ you$

within the next three days to let you know of my choice.

2. At the beginning of this section you learned that it is a good idea to start thinking now about your future career goals. Have you given any thought to the kind of work that you want to do in the future?

Take some time to list the things that you like to do and the things that you would like to be able to do one day. Include things like hobbies, interests, and special skills and abilities. You may want to brainstorm a list or create a cluster like the example that follows. This cluster was created by an English 23 student from Edmonton.



Once you have created a summary of all of your skills and interests, you can analyse this information. See if you can find a pattern or some common elements that seem to narrow down the range of jobs that are suited to your interests and abilities.

Look again at the cluster of the interests and skills of the English 23 student. Are there any interests or skills that are mentioned more than once? Do some of the interests and skills have some things in common with each other?

Pretend that you are this student's guidance counsellor. In your notebook list the student's skills and interests that have job potential. Then list the types of jobs that you think might be suitable for this student.

Compare your responses with those in the Appendix, Section 3: Enrichment.

Conclusion

The objective of this course is to help you to improve your communication skills. As you are already aware, there are many forms of communication and many reasons for communicating. This section focused on communicating effectively in order to get and keep a job. You've learned about communicating information about yourself to employers through job application forms, résumés, covering letters, and job interviews. The first step in your job search, however, is to think about your options and decide what kind of a job you would like to have. Decision making is an important part of life. Module 6 deals further with choices and decisions.



Section 3 Assignment: Job Seeking: Putting Your Best Feats Forward!

Review the Evaluation information found in the introductory pages of this module.

It is important to number and clearly identify each page with the following information at the top:

English 23 – Module 5 Section 3 Assignment Page # Name and ID #

Be sure to write legibly. Leave a wide left margin and number all of your pages.

Using the information from your personal fact sheet or using information that you have made up, create a résumé.

You do not need to type this résumé, but you should be aware that a real résumé that you would give to an employer would have to be typed. Remember, a résumé should be no more than one or, at the most, two typewritten pages in length. Depending on the size of your handwriting, your handwritten résumé should be no longer than two or three pages.

Your résumé will be evaluated on the basis of its form and content.

MODULE SUMMARY



You live in a fast-paced world with many challenges. You have to learn to cope somehow with an information overload through the media. As you are bombarded with messages about how to live and what to buy, you need to develop your critical thinking in order to be able to choose wisely. Your leisure time is important, and you should not become engulfed by the seductive powers of television and advertising. As well, you need to be able to find work successfully and to hold on to jobs. The challenge is yours.



Final Module Assignment

Review the Evaluation information found in the introductory pages of this module.

It is important to number and clearly identify each page with the following information at the top:

English 23 - Module 5

Final Module Assignment

Page #

Name and ID#

Be sure to write legibly. Leave a wide left margin and number all of your pages.

Review the journal entries that you wrote in this module. Choose the entry that you like best and are willing to share. Revise, edit, and proofread this journal entry. Before you begin writing, indicate the page number of the topic on which your journal entry is based.

To ensure that all of your work has been completed in a satisfactory manner, check off the items in the following list:

- ☐ Section 1 Assignment has been completed.
- ☐ Section 2 Assignment has been completed.
- ☐ Section 3 Assignment has been completed.
- ☐ Final Module Assignment has been completed.
- Your responses are organized and neat, with room for teacher comments.
- ☐ All of your response pages are numbered consecutively and identified with this heading:

English 23 - Module 5

Section # Assignment

Page #

Name and ID #

Submit **only** your **assignment response pages** (along with any audiotape and/or videotape cassettes) for evaluation.



Glossary

Suggested Answers

110 English 23: Module 5

Glossary

juxtaposition: putting two or more things side by side

logical fallacy: an argument that appears to be logical but really is not

propaganda: ideas spread deliberately to promote a cause

résumé: summary of one's career and qualifications, skills, and achievements

silhouette: a dark image outlined against a lighter background

statement of fact: a statement or claim that can be proven true or false

statement of opinion: a statement or claim that cannot be proven true or false

Suggested Answers

Section 1: Activity 1

- Your responses to the questions about the three photographs will vary. Don't worry if your responses are not as detailed
 as the ones that follow. The following responses were created by combining the best ideas from several students.
 Compare these ideas and observations with your own.
 - a. The close-up focuses the viewer's attention on the woman's face. You see her facial expression and can form an opinion about her personality and the emotion that she may be experiencing. You do not, however, have much information about her situation.
 - b. The medium shot shows not only more of the subject, but also more of the surroundings. You not only see the woman's facial expression, but you can also analyse her body language and any gestures that she may be making. You can see what she is wearing and that she has a desk. The details in the background suggest that she is at work rather than at home. You can make the assumption that she is employed in an office.
 - c. The long shot provides a great deal more information about the setting of the photograph. It is now quite clear that the assumption that she works in an office is correct. She is one of many other people employed at the office. The woman is not as prominent in the long shot as she is in the close-up and medium shot. The surrounding details compete with the subject for the viewer's attention, and because the woman is further away from the camera, it is more difficult for the viewer to see her facial expressions. The long shot tends to be a less intimate photograph.
- 2. With the flat shot, Picture A, you see the subject and its surroundings as you normally would. The low-angle shot, Picture B, seems to make the subject seem bigger and more important. The subject of a low-angle shot appears to be larger than life. If a photographer wants to make the subject appear powerful, this is the type of shot that will be used. The high-angle shot, Picture C, has the opposite effect of a low-angle shot. The high-angle shot would make the subject seem smaller and less significant. The subject of a high-angle shot seems weak and vulnerable.
- 3. Were you able to brainstorm ideas with someone else? Don't worry if you found questions 3, 4, and 5 challenging and were not able to answer them all. After all, only a professional photographer would have found these questions easy to answer. But by thinking about the questions, discussing them with others, and through comparing your responses with the ones that follow, you will have learned a few interesting techniques that you can use to analyse photographs and maybe take more effective photographs yourself.
 - a. Horizontal lines suggest stability, peace, and rest.
 - b. Vertical lines suggest importance, strength, and dignity. Think about the pinstripe suits businessmen wear. Vertical lines also inspire awe.
 - c. Curvy or wavy lines suggest rhythm, grace, and beauty. Curved lines also appear feminine.

- d. Diagonal lines suggest forward movement or forceful action and dynamism.
- e. Lines with a steep diagonal angle suggest instability, aggression, danger, or disaster.
- f. Lines radiating from one point suggest explosion or expansion. Lines converging on one point suggest that the subject is being crowded, surrounded, or trapped.
- 4. a. The subject in the centre suggests calm and balance.
 - b. A high object off-centre indicates tension and creates interest. It is as if the subject were about to fall.
 - c. A subject in the centre but low down suggests boredom.
- 5. a. This line represents normal ordered movement.
- c. This lines represents controlled speed.
- b. This line represents forceful progress.

- d. This line represents out of control movement.
- 6. The first caption expresses one way of looking at the photograph. The caption suggests a negative view of technology. It gives the idea that technology eventually comes to ruin and decay. The word *graveyard* implies that technology will not be the key to human success and may in fact contribute to people's problems. The ugliness of the picture reinforces that idea. The second caption suggests a more optimistic point of view. This caption suggests that the waste of technology can be reused and that even in the ugliness there is hope.
- 7. Because the two pictures are put together, you immediately make a connection between them. Your interpretation of the message of these juxtaposed pictures may vary somewhat from the ideas that follow. The following ideas were written as a journal entry by an English 23 student from Rocky Mountain House.

There are two people shown. One is an adult woman, and the other is a baby. The woman may be the baby's mother. She is obviously drunk. She is surrounded by liquor bottles and she has passed out. There is still a glass in her hand. The baby is crying. I think the message is that because of her drinking problem, she is unable to care for her baby properly. Maybe the message is that alcoholics hurt not only themselves but also those around them – the people who love them and depend on them. It's a very sobering message.

- 8. Your responses may vary from those that follow. Compare your responses with the following responses. Discuss your ideas with a partner or in a group.
 - a. In the foreground (the front) of the photograph, there are two people in a pedal boat on the water. On the right side of the photograph, just behind the boat, are two swans. In the background, there are large flat rocks along the water's edge, a short wooden wall, a fence made of metal pipe, and trees and bushes with few leaves.
 - b. The person on the left is a young man with short dark hair. He is probably between 20 and 30 years old. He is wearing jeans, a shirt with short sleeves, and a life jacket. The young woman sitting next to him in the boat appears to be about his age. She has short blond hair, and she is wearing sunglasses. She also has a life jacket. The young man appears to be talking to the young woman, who is smiling.
 - c. It would be reasonable to assume that they know each other and feel comfortable being together. They appear casual, relaxed, and happy.
 - d. The picture seems to have been taken in a park. The pedal boat looks like one that you can rent at some of the parks in larger towns and cities; the number 2 painted on the side of the boat also seems to support this idea. The swans seem to be used to being around people and boats; this detail also seems to support the idea that the photograph was taken in a park.

The lack of leaves on the trees and bushes indicates that the picture may have been taken in the spring or fall. The fact that there are no leaves on the water suggests that the picture may have been taken in the spring. It appears to be a sunny and warm day because the young woman is wearing sunglasses and the young man is in short sleeves.

- e. The mood is peaceful, calm, and relaxed. The stillness of the water shows that the boat is not travelling quickly. The swans do not appear to be concerned by the presence of the boat. The people appear to be relaxed and comfortable.
- f. The dominant lines are horizontal as suggested by the row of rocks at the water's edge, the wooden wall, and the horizontal rails of the fence. Also, because the pedal boat's length is greater than its height, the boat creates a horizontal line across the centre of the frame.

Horizontal lines suggest things being at rest. The restful, relaxed feeling that horizontal lines create in this picture reinforces the overall peaceful mood of the picture.

g. The photographer is focusing on the relationship between the man and the woman. The message that the photograph conveys is that the young people are friends or perhaps lovers who are enjoying each other's company on a warm, peaceful day.

Section 1 Activity 2

1. a. low angle

c. close-up

e. high-angle shot

b. establishing shot

d. detail shot

2. a. travelling or tracking shot

c. pan shot

e. tilt shot

b. dolly or zoom shot

d. hand-held shot

- 3. a. You start with a view of the countryside and Radar's head (Radar is the name of one of the characters) in the bottom left corner. In the distance you see two dots between the peaks of mountains. Because Radar is looking into the distance, you tend to follow his point of view and look along with him.
 - b. This is a zoom shot.
 - c. The camera appears to be in a helicopter. It is placed there to give viewers the sensation that they are also along for the ride.
 - d. You can tell that attached to each side they have litters for transporting sick or wounded people. You do not, however, see what they contain.
 - e. You can see a man's arm from the side.
 - f. This is an aerial shot.
 - g. The symbols are red crosses. They indicate hospitals. They also suggest the setting is in a war zone.
 - h. This is a pan shot.
 - i. It creates a mood of panic, confusion, and urgency.
 - j. Smoke is rising. Smoke symbolizes danger or destruction.
 - k. You can see an American insignia on the side of the helicopter.
 - l. They are carrying wounded soldiers.
 - m. Their running again reinforces the sense of urgency and danger.
 - n. This mesh reinforces that they're in a war zone.
 - o. The man is wearing a Hawaiian shirt rather than a standard military shirt or jacket. This suggests that he's a nonconformist.

- p. You can tell he's a leader because he waves the rest of the group toward the helicopters.
- q. It's a close-up.
- He has a look of concern on his face.
- s. Although a nonconformist or rebel type, he obviously cares about the wounded soldiers.
- The wounded are being taken to the hospitals very carefully and there are men outside of the jeeps holding onto them.
- u. Again the smoke appears.
- v. There are 15 cuts.
- w. The first shots were relatively long in duration but the cuts soon came faster and faster. This has the effect of increasing the tension.

Section 1: Activity 3

1. Textbook question 1: Hard news items would be b, d, f. Soft news items would be a, c, e.

Textbook question 3: It is important for them to know the difference because too much emphasis on soft news means that the news is focusing too much on entertainment and not enough on information that concerns the viewer.

2. **Textbook question 1:** Answers will vary, but here is a suggested order of importance:

First story: War errupts in South Armerica (a major news event which would be of interest to many people)

Second story: Fire burns apartment building to the ground

Third story: Five-car pile up on city freeway

Fourth story: Local business executive arrested for accepting bribe Fifth story: Students protest increase of technical school tuition fees

Sixth story: Premier to visit China

- 3. a. Some examples of highly connotative words would be "blood-spattered," "horror," "screaming," "beating," "ordeal," and "struggled."
 - b. These highly connotative words tend to sensationalize the incident. The words "blood spattered," for example, may make you think of a horror movie.
 - c. Although the story generally just provides the facts, the highly suggestive language does provide a slant to the story. They are there to attract your attention, but do they really shed any more light on what happened?

Section 1: Activity 4

- 1. Does your heading contain the main idea of the article that a downtown youth centre may be built next year? Can the reader predict from your heading what the article may be about?
- 2. Did you use complete sentences for your lead? Reporters write their articles using paragraphs and complete sentences. Did you try to answer as many of the W5 questions as possible in the lead and in the first paragraph of the body?
- 3. For the body of your article, did you write a separate paragraph for each major idea? Did you arrange the paragraphs in order of their importance? In other words, are the paragraphs arranged so that the one containing the most important information is the first paragraph of the body and the paragraph that contains the least important information is at the end of the article? Did you provide appropriate details to flesh out each paragraph?

Section 1: Follow-up Activities

Extra Help

- 1. a. The picture is of a teenage boy who is about to fire a rifle.
 - b. There is a look of concentration and confidence on the boy's face.
 - c. The boy is in focus; but the background is out of focus as is the end of the rifle barrel. The photographer is focusing the viewer's attention on the boy.
 - d. Because the boy's face is centred in the frame and it is a close-up shot, it is obvious that the boy is the most important element in this photograph. The photographer wants the viewer to study the boy's face and facial expressions in order to learn what the boy is thinking.
 - e. You may have asked yourself the following questions:

Who is the boy?
Is he alone?
Why does he have a rifle?
What is he shooting at?
Is he acting out of anger or in self-defense?

What other questions did you have? What conclusions have you drawn?

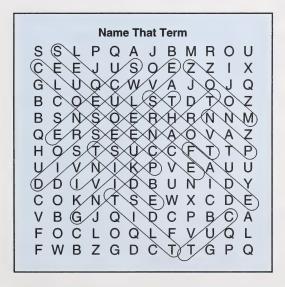
- f. The caption makes it clear that the boy is not angry or about to commit a terrible crime. He is either target shooting or competing in a qualifying event to prepare him for competition in a major biathlon event in the future.
- g. The boy is concentrating and taking careful aim. He is determined to do his best.

2. Ε Ť D 0 R S 0 R E L Α 7 D Ε F Т Ď L С T Α Υ R U 1 Н Κ Е Р S Α 12 C D S Ε E Ν C Ν Ε Ν U Т Z D G L 0 13 E 14 A S Ν Т S G S В Н Н 0 F Ε ٧ Ε Н S Ε R R E L 0 15 P N D Т ١ U Α 16 Z M 0 Ν G S E Н 0 Τ 0 18 C O М Ρ 0 S 0 Ν T

Enrichment

- 1. a. He was curious to see the guest stars who used to play the leads in The Man from U.N.C.L.E.
 - b. He was shocked by the violence used by the heroes to catch the villains.
 - c. The unwritten code was that the good guys would always be good and depend on their own resourcefulness rather than employing evil means to catch the bad guys.
 - d. American society has been influenced by various crises, causing an attitude shift to one that accepts the use of evil to fight evil.
 - e. The "Rambo mentality" is one that employs extreme violence to solve problems.
 - f. Mr. Langvand's main point is that societal attitudes about violence have become more tolerant as a result of several national and international crises. Television reflects this shift by its programming of more and more violent shows.
- 2. Share your journal entry (or entries) with others and have them share theirs with you. As a group, discuss your ideas. Do the others feel the same way that you feel? Do you feel strongly enough about any of the issues you've discussed or written about to do something about it? You may be interested in looking at question 3.
- 3. Your letter should follow the format of a formal (business) letter. State your ideas clearly and politely. It would be a good idea to engage in a form of prewriting such as clustering or brainstorming to get your ideas organized before you begin writing. Carefully edit your letter to correct surface errors. Now that you have your letter written, why not actually send it?
- 4. Try taking pictures of the same subject from different angles and distances and note the change in the meaning of each of those shots. Try experimenting with depth of field and don't worry if some of these pictures don't turn out well; learn from your mistakes. Try to take some pictures that have dominating lines that add to the message or emotion that you want to convey with the picture. Most of all, have fun while you are exploring your creativity as a photographer. Then share your best pictures with others and get their reactions.

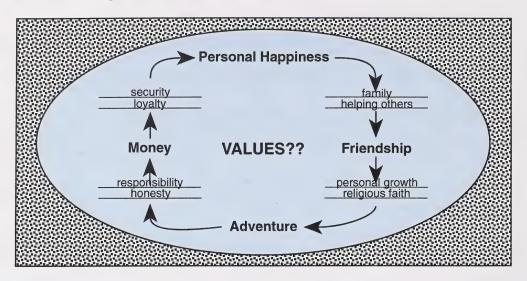
5.



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Section 2: Activity 1

Responses, of course, will be personal. Here's one student's chart.



Section 2: Activity 2

- 1. Responses will vary. Here are some possible ad campaigns using propaganda for a positive cause:
 - · anti-smoking ads
- · health/exercise ads
- · anti-drug ads
- charity ads (for example, United Way, UNICEF)
- 2. Responses will vary. Here are a few possibilities:
 - billboards posters

neon signs

- skywriting
- bumper stickers

opinion

- public transit ads
- telephone directories
- caps

- business cards · magazines
- · sports bags
- · T-shirts

fact 3. a.

b.

- opinion
- opinion

fact

- fact

h. opinion fact

opinion f. fact

opinion

Section 2: Activity 3

opinion

- 1. Responses will vary. Here are some possibilities:
 - improved appearance (beauty, style, cleanliness)
 - security in old age (independence)
 - praise from others (for one's intelligence, knowledge, appearance, or taste)
 - more comfort (ease, luxury, convenience, self-indulgence)
 - business advancement (better job, success)
 - increased enjoyment (from entertainment, food, drink, and other physical pleasures)

iii (or vi) iii d. ix j. vii a. iii b. e. h. k. ix viii ii vi C

Section 2: Activity 4

- 1. a. This slogan compliments the customer. The customer feels special in that this business goes out of its way for him or her.
 - b. This slogan stresses the superiority and reliability of its product.
 - c. This slogan works on the consumers' fear of losing their money while travelling.
 - d. This slogan appeals to the customer's desire to feel good.
 - e. This slogan appeals to a person's desire to stand out in a crowd and to excel.
- 2. Responses will vary greatly here, but the following are some possibilities.
 - a. "For Those Who Fly Above the Rest": This is a snob-appeal slogan which would attract those people who want to feel superior.
 - b. "Virtually Trouble-Free Service": This slogan uses a "weasel" word *virtually* which misleads consumers into thinking this product is better than it really is.
 - "The Official Sportswear of the NBA": This endorsement by a recognized association stresses the product's reliability.
 - d. "Serving Albertans Since 1947": This slogan stresses the longevity of the company, which would increase consumer confidence in that firm.
 - e. "Treat Yourself to a Ski Holiday": This slogan appeals to the consumer's desire to have a break and feel good.

Section 2: Activity 5

- 1. Responses may vary somewhat.
 - a. "...serving Albertans since 1994"
 - · "'Totally safe!' says Dr. Mel Anoma"
 - b. "special formula"
 - · "amazing breakthrough"
 - · "revolutionary new tanning marvel"
- c. "Join the crowd and come on down to the beach!"
- d. "up to"
- e. "Chuck Beefcake speaks out"
- 2. Again responses may vary somewhat. Here are some possibilities:
 - "Don't you deserve a tan. . ." appeals to people's sense of deserving something.
 - "Your girlfriend will love you for it" appeals to people's desire to be loved and found attractive by the opposite sex.
 - "Enjoy that youthful look once again. . ." appeals to a desire to look and act youthful.
 - "I, too, was concerned. . . " plays on the public's fear of skin cancer.
 - "Remember to recycle!" cashes in on the public's desire to be environmentally conscious.

- 3. Again responses will vary. There aren't many statements of fact in this ad, but here are some possibilities:
 - "... helps block the sun's harmful rays up to 99%"
 - · "'Totally safe!'"
 - · "Insta-Tan is made by Carcinoma Industries"
- 4. a. Yes, it's "The Quick Tan Solution."
 - b. The message here is that this product is fast acting. There's no need to wait for a tan anymore. It plays upon the public's desire for quick results.
- 5. Responses will vary. Your answer should make specific reference to the ad.
- 6. This ad is deceptive because it's unclear exactly how this product allows a person to tan faster and more safely. What is this special formula that's referred to? The ad says it blocks rays up to 99%; does that mean 95% or 25%? Under what conditions can this percentage change?
- 7. The target audience is likely those people in their early middle years who'd like to recapture their youth.
- 8. Responses will vary, but the advertisement seems to say the following about our society:
 - People are concerned about the environment (ozone layer deterioration and recycling).
 - · People want quick results.
 - People think that tanned bodies are attractive.

Section 2: Follow-up Activities

Extra Help

Part A

- 1. Responses will be personal, though most people, if totally honest, would probably answer yes to both questions.
- 2. Here are some of the techniques illustrated:
 - · expert testimony from government officials
 - celebrity testimonial (athlete)
 - use of attractive women to sell sunglasses
 - · use of subliminal messages (the use of hidden messages to influence the subconscious mind)
- 3. Some of the features are
 - · a constant reference to dates and time
 - · re-creations
 - · interviews with people involved
 - evidence (photos, letter, charts)

- · the mystery informant
- · concealing of the identity of a well-known figure
- · the use of experts
- · an authoritative male narrator
- 4. Infomercials are becoming more and more popular. Many people don't recognize them as commercials because of their format. They last usually half an hour, and they have a guest and host and sometimes even a studio audience. Viewers believe they're watching a type of documentary. Infomercials try to give the public more evidence that the product or service being sold is the best available.

Part B

5. The only real claim in this ad is product benefit. There is the suggestion that Eco-Pure will help people live better lives and satisfy a need to be close to nature.

- 6. This ad tries to persuade consumers mostly at the appeal level. The picture of the rural setting, the mountains, and the lake all appeal to the modern person's need to escape the big city and get back to nature.
- 7. a. The slogan is "Mother Nature's Favourite Drink."
 - b. The message here is that this product is so "natural" that Mother Nature herself would endorse it.
- 8. Responses will vary. Be sure that you support your opinions with specific reference to the ad. One point that should be mentioned is that the ad does not tell you anything about the kind of drink it is. Is this effective?
- The ad seems to be targeted at environmentally conscious people who'd like to escape the fast-paced life and get back to nature.
- 10. The main belief behind the ad is that somehow life in the country is automatically better than life in towns or cities. The "good life" is to be found in a natural environment.

Enrichment

- Like writers and speakers, advertisers are communicators. It is important for all communicators to be aware of their audiences and to take into consideration their needs, expectations, and interests.
 - Who is your intended audience? Is the format that you chose for your writing appropriate for your audience? Is your choice of language appropriate to the audience and to the nature of the writing?
 - What are your conclusions about the values, attitudes, hopes, fears, and aspirations of Canadians living in the 1990s?
- 2. Were you surprised at what you discovered? Did you find that advertisers pick their target audiences very carefully? What sorts of techniques seemed to predominate in the commercials you watched?

Section 3: Activity 1

- 1. **Textbook Section 1a:** Fifty-five percent of full-time students have part-time jobs.
 - **Textbook Section 1b:** Around 33% work full-time and 33% work part-time.
 - **Textbook Section 1c:** Forty-five percent earn less than \$5000 and 35% between \$5000 and \$15000.
 - Textbook Section 2a: The two main ways students find jobs are through networking and personal initiative.
 - Textbook Section 2b: Twelve percent of Canadian young people are neither in school nor employed.
 - **Textbook Section 3a:** The official definition of *unemployed* in Canada is a situation in which a person is not working and is currently looking for work. This definition is important because when you examine unemployment statistics, the people who do not have work but have given up the search are included in the numbers. In other words, there may be fewer "unemployed" people out there than the numbers indicate.
 - **Textbook Section 3b:** They are generally not satisfied with their work. Only 28% report that it is personally fulfilling. However, 87% were optimistic that they would find a job when they finished school.
 - **Textbook Section 4a:** For them a "good job" has work that is interesting, gives a feeling of accomplishment, is shared with thoughtful people, and provides chances for advancement.

Textbook Section 4b: Responses will vary, but you may want to compare your list with what most people rate as important characteristics. If they are different, why do you think that is?

Textbook question 1: She means that many of the most important skills necessary on the job can be acquired and developed in places besides the workplace. In other words, students can better prepare themselves for the world of work before they actually begin their first job.

Textbook question 2a: Answers will vary but consider the following questions: Will you have to write reports, memos, or letters? Will you be required to speak to customers or fellow workers? What will you be required to read on the job?

Textbook question 2b: Answers will vary but here are some suggestions: In class, volunteer to speak up in small- and large-group discussions. Consider joining groups such as student council or peer support, which will give you many opportunities to speak to groups.

Textbook question 2c: Answers will vary but consider the following questions: Do you do a rough draft before a final copy? Do you proofread your work once it's done? Do you keep track of errors that you seem to make often and try to correct them?

Textbook question 3: Answers will vary but consider the following questions: Do you ask for extra help from your teacher? Have you worked on your math work with a friend who can help?

Textbook question 4: Other important skill areas according to the author are commercial skills, computer skills, adaptability, and people-handling skills. What courses are you taking at school that would help your skills in these areas? What activities are you involved in at school and in the community that would help with your people skills?

Textbook question 5: Whatever your prediction might be, be sure to consider the ways in which technology keeps changing and the rise of service-oriented industries.

- 3. How many of the self-management skills in the chart do you have? The more of the self-management skills that you have, the more likely you are to get and keep a job. If you do not have enough of these skills, work at getting them. Think hard about yourself and your attitudes.
- 4. Responses will vary depending on your skills and abilities, but they may be similar to the following examples.
 - good at fixing small engines and appliances
 - · took an accounting course
 - · counted and balanced cash

- took inventory
- · ordered supplies
- 5. You could have mentioned many different positive reasons for leaving a job such as the examples that follow.
 - · quit job to return to school
 - job ended
 - · needed to help out at home

- moved
- · found another job
- · needed to put more time into studying

Section 3: Activity 2

Textbook question 1: People who fix tube radios, operate sewing machine, run a switchboard, and some types of welders will likely need to be retrained.

Textbook question 2: A person who repairs video games, programs computers, welds with lasers, splices fibre optics cable, or installs solar heating equipment is likely assured of work.

Textbook question 3: As more and more robots come into use, people who used to do those jobs will need retraining.

Textbook question 4: The articles suggest that the middle class will start to disappear and the lower and upper classes will expand.

Section 3: Activity 3

The information provided in your application form will, of course, be personal; but all items must be completed neatly, in printing, and appear similar to the example that follows.

SAMPLE APPLICATION FORM

PLEASE PRINT										
POSITION APPLIED F	COMPETITION NUMBER				HOW DID YOU LEARN ABOUT THIS COMPETITION?					
Cashier	PREFERRED LOCATION Silverway Shopping C				April 23,					
SURNA	ME	F	FIRST		MIDI	DLE		□ PEI	RMANENT	☑ PART-TIME
NAME Franklin S			ally		Anne		□ТЕМРО		MPORARY	SEASONAL
MAILING ADDRESS 103 Front Street Newtown, Albert T8P 06Q			eet PERMANEN			NEN	IT HOME ADDRESS 103 Front Street Newtown, Alberta T8P 06Q			
	RES	DENCE		BUSINE	SS/MESS	SAGI	ES	Are yo	u over the aç	ge of 16?
TELEPHONE 978-1034			Mrs. Joan Gregg 978-5278				•	√ Yes No		
CANADIAN CITIZEN OR LANDED IMMIGRANT		Al	RE YOU	LE?	Ξ?		SOCIAL INSURANCE NUMBER			
√ Yes No √ Yes			S □ No					612-137-699		
IF SUCCESSFUL, DA	TE AVAI	LABLE FOR E	EMPLOY	MENT			DES	IRED SA	LARY	
immediately						negotiable				
EDUCATION		INSTITUTIO	N		RTED YEAR	МС	LE	FT YEAR		EST GRADE, CATE/DIPLOMA
SECONDARY	Newtown High School Newtown, Alberta			Septembe:	1992		Conti	nuing		
POSTSECONDARY	N/A									
OTHER	N/A									

EMPLOYMENT HISTO	ORY/RELATED VOLUNTEER EXP	PERIENCE				
EMPLOYER OR ORGANIZATION: J. P. Foods POSITION AND DUTIES: cashier served customers balanced cash took inventory stocked shelves EMPLOYER OR ORGANIZATION: J. P. Foods POSITION AND DUTIES: cashier served customers balanced cash took inventory stocked shelves POSITION AND DUTIES: cashier served customers balanced cash took inventory stocked shelves						
EMPLOYER OR ORGAN ADDRESS: TELEPHONE: DATE OF EMPLOYMEN SUPERVISOR: REASON FOR LEAVING	IT OR SERVICE: LYR MO	POSITION AND TO LYR	D DUTIES:			
REFERENCES						
NAME	ADDRESS	TELEPHONE	OCCUPATIO	N YEARS KNOWN		
1.Phyllis Hamilto	n 162 Cottonwood Avenue Newtown, Alberta	978-7342	teacher	6 years		
2.Janet Thompson	10077-63 Street Prince, Alberta	976-4033	secretar	y 2 years		
3.Shirley Rath	13 River Road Newtown, Alberta	978-9787	cheerleading	coach 1 year		
I enjoy cooking the local curli raise funds for	reading, and horseback reading and horseback reading last year, and the Crazy Circle Riding of a number of	riding. I hel l I have worke llub. I'm als	lped organiz ed at a numb so a member	per of bingos to of my church		
and	reby declare that to the best of my kno accurate in every respect. I understar ause my subsequent discharge if I am e	nd that a false state				
DATE:	April 25, 1994 SIG	NATURE:	Sally 4	ranklin		

Section 3: Activity 4

- 1. The main categories covered in a résumé include
 - · personal information
 - · educational history
 - · work experience or employment record
 - · extracurricular activities and interests
 - · references
 - any special job-related skills or training and any special recognition or awards you have received
- 2. Any three of the following could be considered as references:
 - · former employers
- · priests or ministers

· teachers

· coaches

· neighbours

Section 3: Activity 5

- He forgets to shake hands.
 - · He didn't prepare beforehand by checking the location of the store and how to get there.
 - He hasn't thought about plans for the future.
 - When asked, "Why do you want to work here?", he should say something about the company's reputation and the skills he could offer and also learn.
 - If he has no job-related experience, he should say what he has done elsewhere that would make him capable of doing this job.
 - When he talks about hanging out with his friends, he doesn't sound very motivated, mature, or serious about life.
 - He gave the impression that his previous job interfered with his personal life and plans with friends. He also mentions an argument with the previous boss, which suggests that there may be arguments with future employers.
 - He sounds much more concerned with his own personal needs than with the job.
 - His résumé should appear neat, not folded and crumpled from being in a pocket.
 - He should never ask about salary until the job has been offered. Again, he's too interested in what the company will
 do for him, not what he can do for the company.
 - His language is much too casual for a formal situation like a job interview.
 - He should avoid using "yeah" and other slang.
- 2. The second applicant was very polite and formal during the interview and had done her "interview homework" so that she was prepared with an answer for every question.

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Section 3: Follow-up Activities

Extra Help

1.



2. You probably found many things that needed to be improved in this résumé. Compare your ideas with the ones that follow.

Personal data such as age, sex, height, and weight should not be included on a résumé or on an application form. Gloria forgot to include her postal code. Should the employer want to contact her by mail, the postal code would have to be looked up first. Forgetting the postal code in an address might indicate to the employer that Gloria is a little careless.

Another thing that may make the employer think that she is careless is the fact that there are so many typing errors and spelling mistakes in the résumé. Gloria does not realize how vital it is to carefully proofread anything that she gives to an employer. Employers look carefully at your résumé to try to discover what your strengths are and also what your weaknesses are. The message that comes across with Gloria's résumé is that she does not take the time to do things properly; she does not care about accuracy.

Gloria should have provided more details in her employment highlights. What exactly were her duties at Floyd's Chicken and Burger Haven? Did she bus tables, serve food, cook, clean, or wear a chicken suit? Gloria included her volunteer work at the food bank – and that is appropriate – but again, she did not provide any details about the work that she did there. She should also have mentioned the name of the newspaper she delivered.

Normally the references are mentioned at the end of a résumé. Although she spelled the word "available" incorrectly, it was all right to state that references would be supplied upon request. Because Gloria provided so little information about her employment and volunteer history, it may have helped to have included her references – and perhaps letters of recommendation.

Employers want to hire interesting, energetic people. Few of the interests that Gloria has listed make her sound interesting or energetic. Playing the piano may indicate positive qualities such as creativity, artistic ability, culture, and self-discipline; however, the fact that she played the piano in the past, but no longer does, suggests that she is a quitter.

A driver's license is necessary for many jobs. If you have one, it is a good idea to mention it on the résumé, as Gloria did, or in the covering letter. The employer would probably be more impressed with her typing speed if she had not made so many typing and spelling errors in her résumé.

Gloria should not have signed the résumé.

Gloria should revise and carefully edit her résumé. Then she should get someone else to read it over to see whether it still needs work

Enrichment

- 1. Responses will vary but some suggestions follow:
 - a. Greet the person, smile, shake hands, look friendly, and use the interviewer's name.
 - b. Wait until the interviewer sits before sitting. Sit up straight or lean forward and keep eye contact. Do not lean back in your chair.
 - c. Tell briefly about yourself, your family life, interests, hobbies, dreams, and future goals.
 - d. Discuss the company's good reputation and what you can do for your employer, not what he or she can do for you. Don't answer the question by saying, "My friend works here" or "It's close to home" or "The pay is good."
 - e. Highlight your skills and training. If you don't possess the exact skills that are required, talk about transferable skills you have.
 - f. If you have done this kind of work before, tell when and where. If you haven't, make sure you mention things that you learned at other jobs, whether those jobs were babysitting, odd jobs around the community, volunteer work, or paid employment. This is your chance to discuss your transferable skills.
 - g. Make sure that you've done some research. Find out what the company makes or does, how big it is, how many branches it has, what the job you're applying for involves, and what the possibilities of advancement are.
 - h. Be honest but not critical. Focus on how you would cope with some part you didn't care for.
 - i. This is your opportunity to blow your own horn, so don't be shy. Before answering, though, think about what kind of person that employer, or any employer, would be looking for in an employee. If you're that kind of person say so. For example, "I'm hard working, I'm dependable and punctual, and I get along well with others. I'm also enthusiastic, responsible, and organized." What employer could resist hiring an employee like you?
 - j. Take the opportunity to ask any questions, but don't focus on money.
 - k. Again restate your interest in the job and appreciation for the interviewer's time.
- Responses will vary. See if you agree with the following list of skills and interests and the jobs that the student might want to consider.

Skills and Interests	Possible Careers
reading/research writing photography autobody work aviation cooking	librarian, archivist, researcher, historian journalist, author, playwright, poet professional photographer, visual artist, film maker, animator autobody technician/mechanic commercial pilot, aircraft designer, aircraft repair technician chef, baker, restaurant owner

Have you clustered or brainstormed a list of your own interests and skills? What does this list say about you and the types of jobs for which you might be suited? Ask members of your family or friends who have known you for a long time to help you put your list together. They may be able to add things to your list. Research some potential jobs. Try to narrow down your career choices. What can you do now that will help you to get your ideal job in the future?





